

SATRAACHEE

ISSN 2348-8425

सत्राची

A UGC-CARE Enlisted
Peer Reviewed Research Journal

Year 11, Issue 27,
Vol 39, No. 2.
April-June, 2023

Editor
Anand Bihari

Chief Editor
Kamlesh Verma

ISSN : 2348-8425

SATRAACHEE

UGC Care Enlisted, Peer Reviewed Research Journal

Issue 27, Vol. 39, No. 2, April-June, 2023

Editor

Anand Bihari

Chief Editor

Kamlesh Verma

Co-Editor

Archana Gupta
Jay Prakash Singh

Review Editor

Suchita Verma
Ashutosh Partheshwar

Assistant Editor

Guntaj Kour
Shivangi

Advisory Committee and Reviewers

- Prof. Bhupendra Kalsey, Co-Ordinator, Bhartiya Bhasha Vibhag, Nalanda Open University, Patna.
- Dr. Anurag Ambasta, Coordinator, Department of English, St. Xavier's College of Management and Technology, Patna
- Dr. Nutan Kumari, Assistant Director & Associate Professor, Amity, Institute of English Studies & Research, Amity University, Patna
- Dr. Shwet Nisha, Assistant Professor, Dept. of English, Amity University, Patna
- Dr. Pushpalata Kumari, Political Sc., Patna University, Patna.
- Dr. Neera Choudhury, Music, Patna University, Patna.
- Dr. Arvind Kumar, Music, Patna University, Patna.
- Dr. Raju Ranjan Prasad, History, B.B.A.Bihar University, Mujaffarpur



सत्राची

मानविकी एवं सामाजिक विज्ञान की पूर्व समीक्षित त्रैमासिक शोध पत्रिका
Pre-Reviewed Quarterly Research Journal of the Humanities
and Social Sciences

Price : ₹ 350

Subscription:

Five Year : Rs. 5000/- (Personal)
: Rs. 10000/- (Institutional)
Life Time : Rs. 12000/- (Personal)
: Rs. 25000/- (Institutional)

The Draft/Cheque may please be made in favour of

'SATRAACHEE FOUNDATION'

C/A No. 40034072172. IFSC : SBIN0006551,
State Bank of India, Boring Canal Rd.-Rajapool,
East Boring Canal Road, Patna, Bihar, Pin: 800001

Google Pay No.: 9661792414

© सर्वाधिकार सुरक्षित (Copyright Reserved)

The editor does not have to agree with the published articles.

Editing/Publishing: Unpaid/ Unprofessional

Publisher: *Satraachee Foundation, Patna*

Editorial Contact:

Anand Bihari
Kala Kunj, Besdide Canara Bank
Bazar Samiti Road, Bahadurpur
Patna-800016

Website : <http://satraachee.org.in>

E-mail : satraachee@gmail.com

Mob. : 9661792414, 9470738162 (A.Bihari.)
: 9415256226 (Kamlesh Verma.)



SATRAACHEE

In this Issue...

- 07 ::** Editorial - Archana Gupta, Anand Bihari
- 09 ::** Is Emily Dickinson a Feminist?: A Study of “Bridal Poems” - Dr. Archana Gupta
- 17 ::** Mandala Theory: Understanding Concentricity - Arti Nirmal
- 25 ::** De-stereotyping the Trickster in Limbu Folktales - Dr. Kaustav Chakraborty
- 29 ::** Rethinking Colonial Aftermath: A Study of Select Poems of Kofi Awanor - Dr. Manjushree M
- 35 ::** Existential Uncertainty in the Select Short stories of Franz Kafka - Dr. Sindhu N S
- 40 ::** Problematizing the Discourse of Politics and Media in Manoj Das’s *Sharma and the Wonderful Lump* - Dr. Asha Balachandran
- 44 ::** Laura Esquivel’s *Like Water for Chocolate* as a Site of Lack, Violence, and Injustice - Rini Sultana
- 49 ::** Exploring the Plight of Third Gender in Selected Autobiographies - Savita Boral
Dr. Divyabha Vashisth
- 56 ::** Personal Reality and its Postulates in V.S. Naipaul’s *Miguel Street* - R. Deepadharshini
Dr. M. Premavathy
- 61 ::** Unlocking the Secrets of the Bruised Psyche in Meena Kandasamy’s *When I Hit You* - B.Binu Gold
Dr. G.Anish S Georshia
- 66 ::** A Step towards Eradication of Gender Disparities: an Exposition through Amish Tripathi’s *Sita: Warrior of Mithila* - R. Blessy
Dr. Sidney Shirley
- 71 ::** Cultural Deformity and Identity Crisis as Themes: A Postcolonial Analysis of Witi Ihimaera’s *The Whale Rider* - Kavya Anilkumar
Dr. D. Radharamanan Pillai
- 75 ::** *Analepsis as Technique: A Study of Ian McEwan’s The Child in Time* - S.V. Lekshmi Sri
Dr. D. Radharamanan Pillai
- 78 ::** Extending In-Service Teacher Education and Training (INSET) to Continuous Professional Development (CPD) : Implications for Teacher Education and Development - Sreelekshmi V R
Dr. D. Radharamanan Pillai
- 81 ::** The Manifestation of Delhi Cityscape in James Patterson’s & Aswin Sanghi’s novel *Private Delhi* - DEVU T
Dr. D. Radharamanan Pillai
- 84 ::** Forced Migration, Longing for Survival and Hardship of Undocumented Immigrants in Nadia Hashimi’s *When the Moon is Low* - T. Suba Mol
Dr. J. Jesu Latha
- 89 ::** The Traumatic Contingency in Khaled Hosseini Novel *Seaplayer* - Vaishnavi P
Dr. D. Joen Joselin

- 93 ::** Alienation to Pacification of the Major characters of Paulo Coelho's *The Devil and Miss Prym* - L. Maria Sharmila Selvi
Dr. D. Joen Joselin
- 97 ::** Quest for human relations in Sudha Murthy's *The Mother I Never Knew* - C.R. Aani Mol
Dr. F. Meena Theresa
- 100 ::** Revisioning of Anita Diamant's *The Red Tent* into a Revisioned Feminist History - S. Fransta Darshana
Dr Alby Grace
- 104 ::** Language Learning and Resilience: A Study of the Prejudices and Trauma of the Refugee-Children in *the Boy at the Back of the Class* - Juvi R. Sylfin
Dr Sidney Shirly
- 110 ::** Representation of Women's identity in Ruth Praver Jhabvala's Novels - K. Asvini
Dr. R.C. Sheila Royappa
- 115 ::** The Portrayal of New Women in Namita Gokhale's *Gods, Graves and Grandmother* - A.P. Charumathi
Dr. M. Premavathy
- 120 ::** A Psychological Critical Reconsideration in Kamala Das Poetry - Mrs V. Anitha
DR. K. Anand
- 125 ::** Satyagraha- Its Implication and Implementation - Dr. Deepti Tiwari
- 135 ::** Higher Education Development in Independent Tamil Nadu - Prof. M. Chennappan
Prof. Dr. I. Selva Seelan
- 140 ::** Religion and Social Capital: Insights from Thinkers - S.K. Mohasina
- 146 ::** Caste in Indian Politics: A Sociological Overview - Dr. Akhilesh Kumar Rai
- 153 ::** Global Environmental Issues: Water & Energy Crisis - Amit Behal
- 159 ::** The Change in English Language Teaching in Kerala During the Covid 19 Pandemic Period - Anupama P
Dr. D. Radharamanan Pillai
- 165 ::** Differentiating Design through Emotion - Hemang Madhusudan Anglay
- 179 ::** Effectiveness of Online Teaching-Learning on Higher Education: Learner's Perspective - Dr. Akash Ranjan
Dr. Sankar Thappa
Sukriti Das
- 196 ::** Micro-teaching : An Effective Technique for Enhancing Effective Teaching among Trainee Teachers - Sunita Kumari
- 206 ::** Economic Empowerment Of Women through Entitlement of Property in India - Shingla Prabha
- 213 ::** Examining the Service Satisfaction of Hospitality Real Estate in Kerala - Adarsh K B
Devakumar P S
- 220 ::** India-China and Pakistan in 21st Century: Regional Geopolitics and Emerging Triangular Politics - Raj Kumar Yadav
Navcharan Singh Sidhu
- 229 ::** Contactless Payments in Ernakulam City : The Role Of Mobile Payment Apps During The Pandemic - Athira.V.T
Dr. Joseph George
- 236 ::** An Economic Analysis of Educated Unemployment In Kerala - NK Muneer
Dr. D Kumar
Dr. C P Shaheed Ramzan

- 244 ::** Challenges Faced By Nurses in India : Impact on the Healthcare System
- J. Sheeba
Dr. T. Helan
- 250 ::** Issues and Challenges of Women entrepreneurs : An Analysis
- Rekha. S
Dr. Rajalingam. N
- 257 ::** Can Concentrated Ownership in Banks Increase Their Efficiency?
- Aman Pushp
- 270 ::** Benefits of Adopting Digital Technology in Startups
- V. Josili
Dr. N. Rajalingam
- 278 ::** Digital Finance as a tool for financial inclusion in Dakshina Kannada District
- Dr. Parameshwara
- 289 ::** Policyholders' Awareness of Endorsement on Insurance Companies
- Mrs. K. Merlin Chithra Selvi
Dr. Marimuthu, K N
- 298 ::** A Study on Impact of Emotional Intelligence on the Behaviour and Job Performance of Teachers working in Autonomous Colleges, Nagercoil
- S. Merlin Vista
Dr. M. Mary Helen Stella
- 303 ::** A Study on Awareness of Indian Government Schemes towards Entrepreneurs in Nagercoil
- Dr. M. Charles Dayana
- 307 ::** Impact of Work-Life Consequences in Personal-Life of the College Teachers
- Dr. B. Anisha
Dr. C.L. Jeba Melvin
- 316 ::** A Passion for Government Jobs Among Prospective Employees
- Dr. P. Geetha
Dr. A. Benazir
- 323 ::** Factors Influencing Consumer Purchasing Behaviour : A Green Marketing perspective in Kerala
- Dr. Dhanya. K.M.
- 330 ::** Employee Performance and Emotional Intelligence in NBFC's
- S.G. Sugitha
Dr. E. Joseph Rubert
Dr. C.K. Sunitha
- 334 ::** A Study on Out-of-Pocket Burden of Noncommunicable Diseases in India
- Dr Poonam Verma
Dr Vinita Lal
Dr Teerthraj Verma
- 347 ::** Reformulating Teacher Preparation for the Digital Age Learners : Need of the Time
- Dr. Jijo Varghese
Sonu Singh Kushwaha
- 353 ::** Impact of COVID-19 on Trans Migration : In the context of India to GCC
- Satish Kumar
Dr. Anjali Mehra
- 363 ::** Population Awareness Among Under Graduate Students in Tribal Belt Area of Hojai District
- Dr. Prasanta Khanikar
Dr. Dipalee Haflongber
Mr. Dibakar Bordoloi
- 371 ::** Strength in the Face of Challenges: A Systematic Review of Psychological Hardiness
- Himanshi Yadav
Dr. Y. Vijaya Lakshmi



“Research is Creating New Knowledge.”

- Neil Armstrong

[Armstrong (1930-2012) was an American astronaut famed for being the first man to walk on the Moon.]

QUALITY RESEARCH

Research is needed to solve social problems and to expand knowledge. If the problems are identified correctly, it becomes easy to find solutions. This is possible only when the research is done with utmost honesty and integrity. Unfortunately, researchers in India have lagged behind in their integrity and honesty. There is only one purpose of these researchers behind completing research work and that is, to get a job as soon as possible. The quality of the research done for this purpose is always questionable. Obviously short cut methods are adopted in such kind of researches, nothing is thought out in depth. Whereas, for any good research, immense patience and thoughtfulness is needed. Without it, high quality research cannot be imagined. Therefore, it is an appeal to all researchers to take special care of its utility while preparing the thesis.

There are few things that should be kept in mind in order to make a research useful. The first requirement is continuous labor with patience. All the prior work done in that specific area, in which the researcher is doing research should be studied thoroughly by the researcher. This is the basic process of research work. The researcher should know how much work has been done in the related area so far and what are the scope and limitations of those works. Working on those areas and subjects on which less work has been done can be beneficial and also be proved a considerable achievement as far as expansion of knowledge is concerned. Research related to social concerns is more needed in the field of social science. At present, education is getting expensive, due to increasing influence of capitalism. So, subjects like what should be the effective model of education for children living in slums in low cost, political misuse of higher educational institutions along with professional ethics of teachers, etc. are relevant now a days. Various aspects of these subjects should be selected as research topic.

Now a days, in social science research, there is a practice of describing the situation as it is. The focus on analysis is relatively less. Whereas a researcher

should provide an analytical picture of situation and related problem and then present a prospective solution. By doing this the usefulness of research will be proved and that research work can be used in solving the problems of the society. Along with disease, complete treatment should also be talked about. For example, on the basis of data obtained from many sources, we can describe what is the level of education in Bihar. But, if we can't give any solution, what is the meaning of describing the poor condition of education in Bihar. Obviously we have to find out its reasons and solutions as well.

The most important thing is that the researcher should have a deep hold on the theoretical side of his research work. It was discussed in the editorial of the previous issue that the real purpose of the research is to understand its theoretical side and refine it. If your research is not capable in touching the related theory, then your research cannot be qualitative, so there should always be a firm hold on theoretical aspect of research.

Material selection also is an important task for quality and useful research. If the collected material is not qualitative, then the conclusion of research will be negatively affected. We can reach to reliable or authentic conclusions only by using reliable materials. So the quality, reliability and authenticity of tools and methods used in material collection should be ensured.

Summing up, it is necessary to say that the researcher should understand the difference between the research article and the report. The basic structure of the research article is based on the facts that we can say something on the basis of the research done in the past, that is why proper reference in the research articles become more important. While in the report you present the details of your research work. Without understanding this difference, prior researchers fill their articles with figures and data, but they have nothing to say logical. Just like previous issue of *Satraachee*, this issue also has become attractive and collectible, having variety of articles related to English Literature, Law, Education, Economics, Political Science, Social Science and Management. Hope you like it.

With regards

- ***Archana Gupta***

Anand Bihari.

Is Emily Dickinson a Feminist?: A Study of “Bridal Poems”

Dr. Archana Gupta

Professor, English, Govt. Girls' Degree College, Sewapuri, Varanasi

Abstract

The greatest and the most original poet of America, Emily Dickinson is considered to be unique feminist voice speaking for woman identity. Though she was living in a time when feminism as a movement was not in the scene. But the spark of feminism was being felt among few social organisations which talked about welfare of women. In the nineteenth century American women were bound to do the household chores of everyday life and act as per social conventions created by a patriarchal society, which continued the division of both genders into different spheres of society. This paper is an attempt to study few of Emily's Bridal poems from perspective of feminism. Through these poems, she convey a sense that marriage as an institution doesn't permit a woman to be an independent woman, but it restrict her from expressing herself, her needs and her desires as individual. Treatment of the theme 'marriage' is ironical in view. At surface level these poems sound like promotional poem for marriage but in its inner sense her bridal poems unfold the fact how, when a woman becomes a wife, she experiences loss of identity and freedom as individual.

Keywords :

Wifehood, Divine status, Puritan values, Ironical in view, Loss of identity, Loss of freedom as individuals, Cultural aspect.

The greatest and the most original poet of America, Emily Dickinson is considered to be unique feminist voice speaking for woman identity. Though she was living in a time when feminism as a movement was not in the scene. But the spark of feminism was being felt among few social organisations which talked about welfare of women. It has been stated that feminism believes in all kinds of equality: between male and female. At that time when Emily was writing her poems, American women's activities were limited. They did not have equal rights to men: right to own property, right to vote, legal rights to their own children. They were not permitted to work outside the home, and consequently controlled by men in their family. They were primarily restricted to domestic roles in keeping with Puritan values.

Though as a poet her favourite subjects were Nature, God, Death, Childhood, Immortality etc., but few of her selected poems express her perception, ideas and feelings as woman.

These poems give us some insight in, how Emily Dickinson responds to the gender-restrictive values of patriarchal society and how does she depart from the social conventions through her writings.

This paper is an attempt to study Emily's 'Bridal poems', in few of these poems she considers marriage as divine institution which confers women a divine state, in few other she talks about women's secondary status in the family, while in some of these poems the treatment of the theme 'marriage' is ironical in view, having hidden meanings from feminist Perspective. These poems convey a sense that marriage as institution doesn't permit a woman to be an independent woman, but it restricts her from expressing herself, her need and her desires as individual. At surface level these poems sound like promotional poem for marriage, but in its inner sense 'Bridal poems' unfold the fact how, when a woman becomes a wife, she experiences loss of identity and freedom as individual. Emily remained unmarried in her life. "It is possible that the "wife" poems may rely attitudes about marriage or wifehood that she observed in other married women such as her mother or sister-in-law, Susan." (Higginson & Todd., 2)

Nearly everything in Dickinson's personal, cultural and historical background brought home to her the question of status, although certainly not a feminist, in the public, crusading, nineteenth-century meaning of the word, she shared with other intellectual women of her time an interest in "The position of women". Her poems talk about images of women in the society, position of women among men, the discrimination which occur in the women's life. Such poems as "My Worthiness is all my Doubt-" (751), "I live with Him- I see His face" (463), "A Wife- at Daybreak I shall be-" (461), express her idea that the earthly marriage implies a heavenly marriage, the love proves the existence of immortality, that the day of his new marriage. In her marriage poems as elsewhere, Puritanism is the type and source of her imagination in its deepest and most characteristic quality. Apparently her poems observe somewhat how an "imperial" status comes to the woman who domesticates grace, to the "wife" who loves, as per norms of patriarchal society. Marriage makes her a queen- that is, a woman in the second age of existence, who has gained a full emotional experience, consciousness and the power of election. Like very great event, marriage is decisive and consequential. The one that begins closest to the worldly ceremony of a wedding, though never worked out to its final form, makes an interesting bridge between the two kinds of love and has a special charm all its own :

I'm ceded-I've stopped being Theirs-
The name They dropped upon my face
With water, in the country church
Is finished using, now,
 And They can put it with my Dolls,
 My childhood, and the string of spools,
I've finished threading-too-
 Baptized, before, without the choice,
 But this time, consciously, of Grace-
 Unto supremest name -
 Called to my Full - the Crescent dropped-

Existence's whole Arc, filled up,
With one small Diadem.
My second Rank – too small the first-
Crowned- crowing – on my Father's breast-
A half unconscious Queen –
But this time – Adequate – Erect,
With Will to choose, or to reject,

And I choose, just a Crown- (Poem No. 508)

The 'Crescent', symbol of virginity, has been replaced by the full moon of a 'Diadem'. The final sign of her 'second Rank, replacing the cast-off 'Dolls' and 'spools' of childhood, are the crown and 'Throne' the mature queen freely choose for herself. These royal terms, echoing the status words used in the Bible for heavenly rank, are further exalted by such a phrase as 'Baptized . . . Of Grace-/ supremest' and the doctrinal term 'Grace' suggest that her new name may be Bride of the Lamb, her exchange of vows, the promise of eternal life, bestowed on the dedicated. But the poem concludes, 'With Will to choose, or to reject/And I choose'. This is not the way mortals achieve God's grace. Though she began with orthodox humility, 'I am ceded', this transfer of title and ownership of herself turns out in the end to be an act of royal will, The ceremony hovers indecisively between heaven and earth.

Contrary to Puritan convention , sometimes at surface level and sometimes at hidden level the poet treats the theme paradoxically. The paradox of ecstasy in agony forms the centre of theme and creates a tension of meaning. Emily exerts this tension in the following poem as well:

I'm "wife"-I've finished that-
That other state –
I' am Czar – I'm "Woman" now
It's safer so-
How odd the Girl's life looks
Behind this soft Eclipse-
I think that Earth feels so
To folks in Heaven – now –
This being comfort-then
The other kind-was pain-
But why compare?
I'm "Wife"! Stop there! (Poem No. 199)

The achievement of the status of wifehood occasions the irony of illusion that marks the use of the word in her poetry – the irony of the fictitious character of "Heaven" in contrast with the reality of the "Folks" on "Earth". The brusque manner in which she ends the last stanza confirms the paradox of mind joy and despair with which Emily characterises her reaction to the conventional status of wifehood. In this poem she highlights the transformation of a girl into a woman after marriage. By using so many dashes which is very significant marker of any poet's idea of what is writable and what has to be hidden, she is trying to tell something which she cannot openly admit in contemporary stereotype patriarchal society.

The narrator of the poem “I’m “wife” is a woman who is married. The moment of getting married becomes the moment of leaving spinsterhood. Where the narrator has “finished” a kind of life- “That other state-”. When she says “I’m wife” she does not say that I made it. So ‘wifehood’, a conferred status, is the primary identification of her identity, which is allowed to her to project, as per norms of society. Which refers a sense of loss of Identity for woman. Instead of saying I am woman she is saying “I am “wife”. The word “finished”, on one hand mean that she has completed her life as a single woman. Ironically, the other meaning is that she killed that “other state” in which she was something else, finished that other state. So marriage involves not just a change in social status but change in woman’s state. “I am Czar” here is not a statement. But back then in that stage- in the stage of spinsterhood, she could tell that “I am a Czar”, because she felt powerful then. Now she has become a woman. Now she has reached a safe territory. Emily creates a duality and a binary here, a state of spinsterhood which has autonomy, a lot of power and independence and the state of being a wife, where she has to make the compromise with her independence. The word ‘eclipse’ is not a very glorious thing. Being married means woman is getting as if eclipsed some more glorious object, there is a kind of reduction in previous glory. In wedlock she becomes secondary citizen. The adjective “soft” refers easy transition from spinster to “wife” because, marriage is a right thing conventionally; right by religion, right by social norms. Nonetheless, it is an “eclipse”. Apparently, it looks like a promotional poem for marriage, where narrator is considering marriage as heavenly and spinsterhood as earthly. But there is a problem with the Heaven also. In heaven none has to be like Angel, and the word ‘Angel’ is very closely associated with the term ‘wife’, wives were supposed to be the ‘Angel in the house’ (Patmore). The Angelic existence might look heavenly, but it also involves a very severe compromise; compromise with her choices. The Earth offers more variety of existence, the Earth offers more life whereas heaven offers immortality at a high price. One can not go against the will of God there. On earth you are independent. The woman narrator is asking herself some questions and then asking the reason for asking those questions. So what her marriage has made her believe that asking these questions and making these comparisons are immaterial. When she says “why compare?”, it means that society has completely manipulated her mind to not question or compare. The line which follows “I am wife! stop there!” is like a code which is put inside her mind to stop her thinking process, from asking too many questions. In a very subtle way this poem raises questions at the institution of marriage.”The message, if any, that marriage is a heavenly state of power in which women gain safety and comfort but, at the same time, lose the painful exhilarating self sufficiency of maidenhood”. (David Reynolds, 129).

In an undated poem, the paradox of ecstasy of despair is presented through a metaphorical analogue of attainment of wifehood:

Rearrange a “Wife’s” affection!

When they dislocate my Brain!

Amputate my freckled Bosom!

Make me bearded like a man!

Blush, my spirit, in thy Fastness-

Blush, my unacknowledged clay-

Seven years of troth have taught thee
More than Wifehood ever may !

Love that never leaped its socket-
Trust entrenched in narrow pain-
Constancy thro' fire-awarded-
Anguish –bare of anodyne !

Burden- borne so far triumphant-
None suspect me of the crown,
For I wear the “Thorns” till *Sunset*-
Then – my Diadem put on.

Big my Secret but it's bandage-
It will never get away
Till the Day its Weary Keeper
Leads it through the Grave to thee.(Poem no. 1737)

Even a meagre thought of wifely affection in the first stanza involves a process of violent psychic transformation described in terms of violence- physical mutilation of ‘Brain’ and ‘Freckled Bosom’, and a total expurgation of feminine identity. The elevation of “Troth” over “Wifehood” at the close of the second stanza is justified in the following three stanzas. The third stanza describes the paradox of ecstasy in pain in the state of troth. The last line provides an ironic counter poise to “a wife’s affection”, characterised by an unabated pain like the paradox of unravished virginity of the maiden and the lover in Grecian Urn, who cannot consummate their bliss that tantalizingly invites them to do so.

Like every great event, marriage is decisive and consequential. She says, on the day when she became “wife” or “Empress of Calvary”, she was simultaneously “born, bridalled, and shrouded”. In the poem “Title divine-is mine!” Emily cleverly says that wifehood is a divine concept, but it is without “sign”:

Title divine- is mine!
The Wife- without the Sign!
Acute Degree- conferred on me—
Empress of Calvary!
Royal-all but the Crown.”
Betrothed-without the swoon
God sends us women –
When you-hold-Garnet to Garnet-
Gold -to Gold–
Born-Bridalled- Shrouded-
In a Day-
Tri Victory
“My Husband”- women say-

Stroking the Melody-
Is this -the way? (Poem no-1072)

The wife becomes the “Empress of Calvary”, she says what is expected from the wife is that she has to sacrifice all her wishes as individual and she has to undertake all her duties as wife for others, for family, her husband. Women are like Jesus Christ, who are crucified in the institution of marriage. The title “wife” is royal-it looks Royal but snatches all wishes she has as individual. The patriarchal society confers this royalty on wife in “Acute Degree”. She is the king of her family, who who only think for his subject and kingdom. On the day of marriage, there is a new birth for her, so she is “Born-Bridalled- Shrouded-.” The life of a woman is described in three stages, to be “Born-Bridalled-Shrouded”. The word “Shrouded” is used as the last stage for a woman and refers to being hidden; “Shrouded” from society. Her duty is now both to her husband and to her home. She loses her individual identity. She is bound to the domestic sphere, away from the public sphere where only men are significant. It is “Tri Victory” for husbands!

Emily’s irony grows even stronger in “She rose to His Requirement- dropt”. The husband is depicted here, not as lover, companion, or friend, but as standard bearer of excellence :

She rose to His Requirement- dropt
The Playthings of Her Life
To take the honourable Work
Of Woman, and of Wife-

If ought She missed in Her new Day,
Of Amplitude, or Awe-
Or first Prospective-Or the Gold
In using, wear away,

It lay unmentioned- as the Sea
Develop Pearl, and Weed,
But only to Himself- be known
The Fathoms they abide-”

(poem no-732)

Here Emily takes a strong stance and says how after marriage a woman is expected to act according to man, “His Requirements”, she forgets about her likes and dislikes, needs and aspirations. After marriage she gives up “The Playthings of her Life” all that is dear to her and takes up the “honourable” path of being a “wife” and a “woman” as per norms of patriarchal society of that time. The word “Playthings” written in capital letters can be interpreted as a woman’s dream before she get married, because after she get married society deny women the same rights as men to pursue their own interests. She suppresses her needs for the collective needs of the family, but all her talents and sacrifices “lay unmentioned” as the “Pearl” and the “weed” in the sea. Her sacrifices are not acknowledged. Her status becomes secondary in Marriage. No one knows except himself God how “Fathom they abide-”. The pause in the last line is almost a warning to the society that forbids a woman to express her requirements.

In another poem “I gave myself to Him”, marriage is a “solemn contract” where a woman exchanges herself for financial security depicting her husband as nothing more than a customer:

I gave myself to Him- And took Himself, for Pay,	The solemn contract of a Life
Was ratified, this way-	
The Wealth might disappoint-	Myself a poorer prove
	Than this great Purchaser suspect,
The Daily Own-of Love	
Depreciate the Vision-	But till the Merchant buy-
Still Fable-in the Isles of Spice-	The subtle Cargoes-lie-
	At least- ‘tis Mutual- Risk-
	Some-found it-Mutual Gain-
	Sweet Debt of Life-Each Night to owe-
Insolvent-every Noon-	(Poem No-580)

The subjugation of female gender primarily resides within the female sexual morality, social obligations, and the domestic labour enforced by their opposite gender. This poem illustrates that marriage is an exchange of life rather than a spiritual or emotional bonding of two souls. Marriage is a solemn contract where fidelity was an important duty expected from a woman. She has given herself completely to this man who is no husband and has fulfilled her first state as wife, but she is still portrayed as inferior because of her role in society and her financial dependency. But the same commitment is not asked of the husband, who only took himself for pay. In other words, society has not given him the same obligations that are expected to a woman.

Emily chose the only viable option that allowed her to withdraw from such a male-dominated society. Unlike the more radical feminists, she did not completely dismiss the positive aspects of marriage, but she brought a new perspective to the views of marriage. She was not radical because she was socially aware of the cultural limitations imposed on women. Breaking down social conventions of patriarchy with unique poetry and writing, she became the voice of many women. Her choice to remain unmarried allowed her the opportunity to pursue her love for poetry and literature. It allowed her to create a personal space free from any social obligation and limitation, which allowed her to expand her creativity and imagination which can be seen in her poetry.

Works Cited :

1. Thomas H. Johnson, Emily Dickinson: The Complete Poems, Faber and Faber, London,

1970.

2. T W Higginson & Mabel Loomis Todd. (1901) Poems by Emily Dickinson, Little, Brown & Company: Boston, P-2)
3. Reynolds, David, "Emily Dickinson and Popular Culture." Bloom's Modern Critical Views: Emily Dickinson. Ed. Bloom, Harold. New York: Infobase Publishing, 2008.
4. <https://youtu.be/YYp-PN56vmO>

Mandala Theory: Understanding Concentricity in Literary Art

Arti Nirmal

Associate Professor, Department of English, Banaras Hindu University, Varanasi

*Om puurnam-Adah Puurnam –Idam puurna- purnam –Udacyate
Puurnnasya Puurnnam-Aadaaya Puurnam-eva-Avashissyate
(Ishopanishad)*

[Meaning:, Brahma is infinite, and this universe is infinite. The infinite proceeds from the infinite. Then, taking infinitude of the infinite universe, it remains as the infinite alone.]

Abstract

India has been a transit zone for various cultural and intellectual traditions since time memorial which makes it fertile soil for encounters as well as exchanges from time to time. It is an undeniable fact that knowledge is a common human heritage, and therefore, an idea developed in one part of the world may coincide with another or it may gradually travel and transmit from one country to another and so on as a result of human movement or via any other media. The case of the mandala is more or less the same. Against this backdrop, the paper is broadly divided into two parts. Part one reflects on the origin, meaning, and application of the mandala theory in art, literature, religion, and spirituality. It discusses the doctrine of Mandala from different perspectives. The second part focuses more on the Western concept of the mandala with a focus on Carl Jung's psychological philosophy. It also examines the mandalic recognition in different literary texts. The paper concludes by observing that all human beings have in some way a common ancestry and shared heritage of knowledge.

Key words: mandala, cosmogram, concentricity, and quaternity

Introduction

India has been a land of great thoughts, philosophies, beliefs, doctrines, religions, spirituality, and cultural tradition. It has exerted a great influence on the lives and thoughts of people all over the world. In the colonial era, Western scholars felt drawn toward the great wisdom contained in the literary, spiritual, and philosophical traditions of India. They not

only discovered some of the lost ancient texts written by the great ancient scholars of India but also preserved, translated, and disseminated the knowledge stored in them to the people of different countries particularly, the West. For ages, India has been serving as a transit point for world travelers, traders, and scholars. The land has enchanted a whole array of visitors and scholars namely Megasthenes (Greece), Hiuen Tsang (China), Al Beruni (Persia), Ibn Batuta (Morocco), Marco Polo (Italy), Abd-al-Razzaq (Persia), Fa Hien (China), Nicolo Conti (Italy), Domingo Paes (Portugal), Max Muller (Germany), William Jones (Anglo-Welsh) and others who not only travelled through the country at different point of time but also studied its rich cultural tradition and transmitted its intellectual wealth to the world through their travelogues, memoirs, translations, and commentaries and brought the treasure of our ancient knowledge to the attention of the world at large which in turn also led to the recognition of India as a center of great learning. The account of India given by these travelers through their travelogues served as an important source for the development of the history of ancient India. This is perhaps the reason why we see a reflection of oriental essence in the writings of many British, American, and Australian authors too besides Asian.

Common ancestry, global migrations leading to wide-ranging human contacts, and the desire of human beings to learn from each other might have led local knowledge to move beyond the parochial, regional, and national territories to finally become universal. Recent advances in the field of science and technology have accelerated the process of the globalization of knowledge in two diverse ways- 'globalized localism' and 'localized globalization' (Nirmal 143). Knowledge is indivisible, interdependent, interconnected, and therefore, inseparable and also universal. As a matter of fact, knowledge developed in one part of the world slowly and steadily becomes part of global human knowledge. It is also not uncommon that a principle or doctrine developed in a particular country in the context of a specific situation inspires and influences the thinking of scholars of other countries. It is also not uncommon that a doctrine developed under a particular discipline is also extended to other disciplines and becomes their integral part. This may take place not only with a modern doctrine developed in the West but also about the doctrines developed in the East. The doctrine of Mandala illustrates the point which was propounded in the context of Indian religious spiritual practices but it has been found so charming and attractive that many scholars of the West, Oceanic countries as well as the Asia Pacific have through their seminal work applied it to their research and sought to test its validity under their respective disciplines.

In the beginning, this process was very slow but after the invention of the printing press by Gutenberg, knowledge developed in one part of the globe became accessible in other parts too. Advances in the field of modern science and technology accelerated the ongoing processes of development and dissemination of knowledge. This is perhaps the reason why Western scholars have also been taking much interest in political, social, and religious doctrines developed in India many centuries ago. Ideally speaking, knowledge should be considered the common heritage of mankind. This also proves in some way the validity of the notion of the 'collective unconscious' which Carl Jung has very well elaborated in his psychoanalytic theory. While reading different articles on 'the mandala', one can discover an astonishing fact that many Western scholars have been inspired as well as motivated by the intellectual, philosophical, and cultural tradition of India, as the practice of mandala also

confirms.

The paper is broadly divided into two parts. Part one reflects on the origin, meaning, implication, and application of the mandala theory in art, literature, religion, and spirituality. It also details the concept of the Mandala from different perspectives. The second part engages with the study of the literary treatment of mandala theory by authors in different literary traditions namely Girish Karnad (India), Jorge Luis Borges (Argentine Short story writer), Gabriel Garcia Marquez (Columbian novelist), Toni Morrison (American author), Gunter Grass (German), Wallace Stevens (American), George Guillain (French), Patrick White and Carmel Bird (Australia).

I

Mandala: Meaning and Significance

Mandala is a spiritual and ritual symbol in Asian cultures that is usually drawn to represent the universe with its concentric quality. The word mandala, in Sanskrit means 'circle or disc'; in Buddhism, it is a 'mystic circle for meditation'; whereas according to Mkhas Grub Rje, it consists of two terms 'manda' meaning essence and 'la' means seizure, thus 'mandala' means 'seizing the essence' (270). Thus, a mandala is an intricate circular geometric pattern to symbolize 'the perception of external wholeness which has an integral relationship between the individual consciousness and the unseen inner mind' (MacCurdy 62). Mandalic patterns are often circles contained inside a square. It is believed that mandalas were invented to serve Buddhism (Brauen 2009; Huntington and Bangdel 2003; English 2002; Denise and Robert 1997) as Siddharta Gautam (Buddha) attained enlightenment through meditation and thoughtful action which was represented through some structure akin to the mandala. His disciples and devotees traveled to the various countries of the world via the Silk Route and carried mandalas with them wherever they went. It seems to have then migrated to other parts of the world because they are popular even in European countries and America. Tibet, Nepal, China, Japan, Afghanistan, Bhutan, and others adapted it using their regional motifs and symbols. Mandala is a geometric representation of this cosmos, a consecrated area that serves as a receptacle for the Gods and consolidation of the divine forces. The concept occurs initially in the sacred Tantric Hindu cult during the Vedic time (1500 -1000 BCE) in India. In Yogic tradition too, the worshipper identifies the mandala in his own body in order to unify a microcosm with the macrocosm.

The Mandalas are 'cosmograms' (Tucci 1961) or 'sacred geometry' (Gilchrist 2010) with the chief function of spiritual liberation. Both Hinduism and Buddhism believe that by entering the mandala and proceeding toward its center, we move along the cosmic process of disintegration and reintegration, transforming the universe from suffering to mirth and happiness. Similarly, in Christianity, we see such concentric imagination in the form of frescos with animal images and also in figuring out the astrological Zodiac. In our dreams too, the mandala indicates the phenomenon of centering of the ego in relation to the psychic wholeness, which is part of the 'individuation'² process, as says Carl Jung. The doctrine of the mandala is discussed in the *Arthashastra* of Kautilya too but that is chiefly a strategy of territorial extension and diplomatic mechanism to balance the power.

The Mandala can be understood in broadly two ways: external and internal. Externally, it depicts a schematic visual representation of the universe, whereas internally it serves as a guide to the journey into the psyche. In Tibetan tradition too, mandalas are of great significance and their center represents the course of a journey of an individual towards knowledge, wisdom, and enlightenment. Often the mandalas are created as a palace with four gates in the four quarters of the world. This is located within several concentric layers where each layer symbolizes a quality to be attained before entering into the other circle.

The mandalic pattern consists often of certain symbols such as a wheel with eight spokes, a lotus, a thunderbolt, bells, and a diamond. In certain mandalas, deities are also represented. The main deity is placed at the center as the generative force of the mandalas (Violatti). On the other hand, the rest of the deities are considered to be manifestations of the power of the central God. In this way, we come across different kinds of mandalas or concentric patterns in different cultures. For example, the ‘teaching mandala’ is created as a colorful mental map to depict a different aspect of a philosophical or religious system; the ‘healing mandala’ is more intuitive and used chiefly for meditation; and the ‘sand mandala’ which is made up of sand is popular among Buddhist monks and the Navajo culture of Indian Americans in the Arizona state. However, in Navajo culture, the mandala is painted on fabrics but sand mandalas, on the whole, represent the impermanence of human life (*Ancient History Encyclopedia* 2018). Thus, mandalas serve various purposes as spiritual symbols in Asian art.

Mandalas are chiefly cyclic in pattern as the circle is the most natural form known to humankind. Most of the natural objects, patterns, and archetypes including the planets, solar system, human circulatory system, moon, stars, sun, earth, seeds, flowers, raindrops, cells, and atoms- are circular, concentric, or spherical. The movement of the earth, the cycle of seasons, the revolution of other planets, and the motion of the zodiac, all follow the pattern of concentricity and thus validate the importance of circle as completeness. Indian scholar and critic Charu Sheel Singh too emphasise the significance of circularity saying, “The circular Sun-cycle is well known in the *Rig Vedic* hymns to *Savitri*, and the circular movement of the seasons brought about by the Sun cycle is evident in the account of the *Purusa* as described in the *Purusha-sukta* of the *Rig Veda*” (13).

The theory of mandala finds its modern application in mental therapy too as psychologists across the world have recognized its significance in treating mental illness, hypertension, and other trauma and stress-caused diseases. It is also helpful in counseling the clients on their cognitive as well as behavioural problems as it has proved wonderful in the treatment and counselling of young children and their mental well-being.

II

Mandala in Literary Art: East and West

The attempt to locate mandala in literary art is primarily the attempt to seek an answer to the fundamental question- how does an artist perceive the creative experiences? Taylor and Quillian believe, “art is a symbolic representation of the unconscious. It reveals the world of the unconscious to the consciousness because it is a symbol, a remembrance of the fact that

a creative inner state has been experienced” (226). The motifs in the literary mandala are not only archetypal to human expression, but they are also central to the field of literature and narrative. Many artists have utilized ‘mandala’ to give motion to their thoughts. Modern Indian scholar and critic Charu Sheel Singh reflects significantly on the role of the Mandala in literary imagination in his seminal book *Concentric Imagination: Mandala Literary Theory* (1994). He considers the mandala as the cosmic source of poetic creation and writes: “Mandala is the technique of discovering literary meaning which takes into account all the difference that the world is capable of generating, but its meditative gravity surely helps it to look beyond difference... This is no return to the logic of endless cyclic generation of rhythms but an attempt to make the circle change the flow of the mode of energy from the circular to the spiral, for it is only the latter which can lead to the point that is virtually the center” (6).

The early application of the mandala archetype in literature written in English can be seen in the poetry of S.T. Coleridge, T.S. Eliot, and Breitenbach as Edna Deudney writes, “The romantic poet Coleridge’s “The Rime of the Ancient Mariner” is taken as the first example. It is found to be an allegory of the metamorphosis of the poet’s temporal subjective consciousness into an ‘eternal’ subject position in the narrated text. Eliot’s “Four Quartets” exemplifies the Modernist mode of consciousness as an ‘an ironic vision of unity’ achieved by adhering to a religio-aesthetic meta-narrative. Breitenbach calls his volumes of prison poetry “The Undanced Dance” (1994). Gunter Grass’s *The Tin Drum*, Wallace Stevens’ “The Rock”, and Carmel Bird’s *The Mandal Trilogy* are a few other known examples of mandalas in literature.

Among Indian practitioners of the mandala in literature, Girish Karnad is a prominent name. He employs the intricate patterns of mandala most exquisitely in his play *Nagamandala*. The narrative structure of the play forms a mandala with several superimposed, intricately woven plots. He employs the mandalic structure to convey a mythic pattern of great artistic and graphic significance. It is this concentric pattern that leads to a unifying effect despite the triple endings of the play. C. Dolor also reflects on this by saying, “the mandala evokes the complexity of the cosmos and interweaves the three worlds” the celestial, the terrestrial and the infernal (5). The juxtaposition of the natural and cultural elements in the title ‘Naga-Mandala’ further reflects on the concept of mediation between nature and culture (Shah 2010).

Craig Weston Walker in her study ‘Mandala as Literature’ has done a remarkable study to comprehend the use of mandala in the writings of Borges, Marquez, and Morrison. She infers in this process that the experience of recognition of mandala is some sort of madness and “The individual who achieves it cannot communicate the entirety of the concept without turning around and encrypting it back into the logical and linguistic system it has just transcended. ... The mandala does reduce art into individual moments of significance, but it displays them in terms of the active, collective whole of context” (22-23). The recognition of the mandala is also the observance of the totality of the individual or collective fields of personality, which may be considered the essence of being shaped by the prelinguistic past. Mandala in Jorge Luis Borges’ short story ‘The Aleph’ (1945) communicates the theme of continuity and defines a moment of union and recognition with concrete and unique images. As an object, ‘The Aleph’ denotes the moment of Mandalic recognition where not only the

structure of art maps the personal context of an individual but the unconscious, conscious, and collective also meet in a single moment of comprehension. Borges in this highly meditative text, “experiences the personal mandala, a recognition immediate in his consciousness, which includes the retention of immediate traces of experience balanced by stored unconscious experience of past significances” (Walker 1994: 31).

Interestingly, unlike Borges’ labyrinths of logic in his mandalic vision, Gabriel Garcia Marquez in his *One Hundred Years of Solitude* (1967) revives the tradition of circular text. We see that his narratives are structured in circular loops of archetypes which is a sort of Mandala, a complex art form. In view of Rosa Simas, ‘Garcia Marquez... presents circularity as the moment of total vision and perception, as the instant of complete self- knowledge and identity (141-142). Further, “Garcia Marquez’s novel moves inexhaustibly toward synchronicity, toward the totality of human perception and self- knowledge which occurs with the prophetic revelation of the final paragraph” (130). Another scholar Carmen Rosa Caldas comments on his narratives by saying that they start with “one main event, jumps backwards and forwards in time with the same first event. Like a circle, it finishes where it starts and starts where it finishes” (14-23).

Another literary artist who employs mandala in literature with much dexterity is Toni Morrison. The text *Song of Solomon* (2007) does not merely represent the departure of its hero from or return to the community, but it also reinvents itself through quest and introspection in that self. The character Milkman in the book suggests that “a male character can participate in feminine quest patterns, varying only in slight degrees from the female Hero over the course of the quest, towards the experience of mandalic recognition of self and community” (Walker 59). Here mandala represents a feminine perspective. The Australian author Patrick White is another engaged practitioner of the mandala in his literary art who uses mandalic motifs and patterns in most of his novels to symbolically suggest the quest for wholeness in the modern man. He invests this mandalic recognition in terms of duality and quaternity in his novels.

Swiss psychiatrist and psychoanalytic scholar Carl Jung is one of the leading practitioners of the mandala. He introduced contemporary Western thought with mandala patterns because he believed them to be geometric patterns representing the unconscious self. He formulated his critical doctrine of collective unconscious based on the archetypal mandala in the West by recognizing the significance of the mandala in human life and employed it in studying the psychic patterns of his patients and also to formulate his concept of masculine and feminine presence in each other. Drawing mandalas, according to Jung, helped people to stabilize their inner world. He practiced it by drawing repeated circles which were, in his view, reflective of his current state of psyche.

Jung drew much from Hinduism and Buddhism to comprehend the function of mandalas. His psychological philosophy mediates between the East and the West and helps us understand how the mandala theory traveled from one place to another. Jung in his autobiographical account *Psychology and Alchemy* (1944) tells that in 1938 he had the opportunity to visit the monastery of Bhutia Busty, near Darjeeling in India. While talking to a Lamaic Rimpoche Lingdam Gomchen, he came to know about the *khilkor*³ or mandala. Jung learned from him that “the true mandala is always an inner image, which is gradually built up through (active)

imagination, at such times when psychic equilibrium is disturbed or when a thought cannot be found and must be sought for..." (2014 38-39). In his works *Psychology and Alchemy* and *Psychology and Religion*, Jung explains mandala, his doctrine of psychological philosophy according to which 'circular forms in artistic expression represent an understanding of life as a unified and continual whole, and the "squaring of the circle" signifies the human attempt at structural comprehension within it' (2017: 368). Jung applied his understanding of the mandala to decipher the psychic patterns of his patients. He believes that the mandala symbolises everything significant in the personal sphere of the individual, allowing for interpretations of the nature of the Cosmos. The predominant form in the mandalic pattern frames a circular field within an external and tangent square, outside which generally is chaos.

Conclusion

Human migrations have resulted in human interactions too. The interactions have also shared art, spirituality, knowledge system, science, and social practices and yielded new formulations to be understood in the present age. The mandala though is a geometric pattern yet its significance is far-reaching because it suggests a system of meaning that is universal; because it has great power to reconcile the opposites; because it facilitates our journey towards the core, the essence; and because it signifies "the wholeness in the psyche", a sense of being complete (Mac Curdy 75). In the modern era, we have erected walls of ego around us that needs to be broken because it is the chief cause of human alienation and disunity at all levels, as the great modern poet T.S. Eliot also says in his masterpiece *The Waste Land* (1922) by way of conveying the message of Prajapati from *Brihadaranyaka Upanishad* encoded as 'da, da, da' meaning *datta* (to give), *dayadvam* (to be merciful), and *damayata* (self control) necessary for the redemption of humankind in the modern age. Jung too believes that only mandalic recognition can resolve the spiritual, social, political, and ethical conflicts of our age (Cairns 219-29). The study of mandala as a creative, artistic, philosophical, mystic, ritualistic, and symbolic concept and its application in different facets of art, life, and culture shows that despite its ancient origin the notion of mandala has attracted the attention of a large number of people in different countries and cultural traditions of the world at different point of time. Its application in art, literature, architecture, religion, psychology, and meditation affirms how the mandala and its concentricity have an integral role to play in human life.

Works Cited:

- Borges, Jorge Luis. "The Aleph", *The Aleph and Other Stories*, 1933-1969.
- Brauen, Martin. *Mandala: Sacred Circle in Tibetan Buddhism*, Stuttgart, NY: Arnoldsche, Rubin Museum of Art, 2009.
- Cairns, Grace E. "The Philosophy and Psychology of the Oriental MaG
- ala." *Philosophy East and West*, vol. 11, no. 4, 1962, pp. 219–229. *JSTOR*, www.jstor.org/stable/1397024.
- Caldas, Carmen Rosa. "Considerations on Time in Narrative Discourse." *IHLA Dodesterro*, vol.3, no. 7, 1982, pp. 14-30.
- Denise Patry Leidy and Robert A. F. *Mandala- The Architecture of Enlightenment*, Asia Society Galleries, Tibet House- Shambhala, 1997.
- Deudney, Edna. "The archetypal mandala: Visions of the self in the poetry of Coleridge,

- Eliot and Breytenbach”, *Literator* vol. 15, no. 2, 1994, pp. 159-182.
- Dolor, Collellmir. “Mythical Structure in Girish Karnad’s Naga-Mandala”, *BELLS: Barcelona English Language and Literature Studies*, Vol. 15, 2006. <http://www.publicacions.ub.edu/revistes/bells15/documentos/71.pdf>.
 - English, Elizabeth. *Vajrayogini: Her Visualizations, Rituals and Forms, Studies in Indian and Tibetan Buddhism*, Boston: Wisdom Publications, 2002.
 - Forster, E.M. *Aspects of the Novel*, Harcourt, 1958.
 - Gilchrist, Charles “Introduction to Sacred Geometry,” *youtube.com*, 09/03/2010.
 - Hutington, John C. and Dina Bangdel, *The Circle of Bliss: The Buddhist Meditational Art*, Chicago: Serindia & Columbus Museum of Art, 2003.
 - Jung, Carl. “Psychology and Religion”, *Collected Works Vol. 11: West and East*, para 103, Princeton University Press, 1993
 - ———. “Mandala Symbolism”. *Collected Works*, Vol 9i. Princeton University Press, 2017.
 - ———. *Memories, Dreams, Reflections*. Ed. Aneila Jaffe. Trans. Richard and Clara Winston. NY: Vintage books, 1965
 - ———. *Psychology and Alchemy*, 2nd Ed. Routledge, 2014 (1944): 38-39
 - MacCurdy, G. Grant. “Mandala: The Culmination of ‘Cántico’”, *Hispanófila*, no. 70, 1980. www.jstor.org/stable/3193998. Acc. On 17/01/2023.
 - Marquez, Gabriel Garcia. *One Hundred Years of Solitude*, Harper Collins, 2004 [1967].
 - Morrison, Toni. *Song of Solomon*, Knopf Doubleday Publishing Group, 2007.
 - Nirmal, B.C. “Legal Education in India: Problems and Challenges”, *IJUMIJ*, Vol 20 (1), 2012: 139-167.
 - Rje, Mkhas Grub. *Fundamentals of the Buddhist Tantras*, trans. Ferdinand Lessing and Alex Wayman. Paris: Mouton, 1968.
 - Shah, Sarjoo. The Semiotic Significance of ‘Mandala’ in Girish Karnad’s Naga-Mandala, 2010. <http://anilpinto.blogspot.com/2010/03/semiotic-significance-of-mandala-in.html>. Accessed on 08.12.2022.
 - Simas, Rosa. *A “Gyrating Wheel” and a “Spiral on a Square”: Circularity in Three Twentieth-century Novels of the Americas*. University of California, 1990, pp. 141-42.
 - Singh, Charu Sheel. *Concentric Imagination: Mandala Literary Theory*, B.R. Publishing Corp. 1994.
 - Taylor, Eugene, and Joseph D. Quillian. “Mandala Motifs: Creativity and Heightened Consciousness.” *Southwest Review*, vol. 61, no. 3, 1976, pp. 225–240. *JSTOR*, www.jstor.org/stable/43468854.
 - Tucci, Giuseppe. *The Theory and Practice of Mandala*, Rider & Company, 1961.
 - Violatti, Cristian. “Mandala”. *Ancient History Encyclopedia*. Web. 07/09/2013.
 - Walker, Craig Weston. “Literature as Mandala” (Dissertation), University of Montana, 1994. <https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=3874&context=etd>.
 - “What is a Mandala? History, Symbolism, and Uses”, *Ancient History Encyclopedia*, 2018. <https://www.invaluable.com/blog/what-is-a-mandala/>
 - White, Patrick. *The Solid Mandala*. Vintage, 1995 (1966).

De-stereotyping the Trickster in Limbu Folktales

Dr. Kaustav Chakraborty

Associate Professor, PG Department of English, Southfield College, Darjeeling

Limbu community is an indigenous community of the Eastern Himalaya, which is, Darjeeling Hills and Sikkim in India. This aim of this study is to show how alternatives against the ‘mainstream’ ethos are provided by the alternative-modernity of the tribal communities. Trickster, as per the ‘mainstream’ notion, is a person who plays foul. A trickster is generally regarded as a cheater or a deceiver. However, in the tribal folktales, a trickster is often seen, in a de-stereotyped mode, as the indigenous hero who tries to counter the impositions of the majoritarian ‘mainstream’ on the indigeneity. Ronald Paulson based on his observation that evil is “in the eye of the beholder”, has argued that, “evil is a cultural construct” (Paulson, 2007:xiii). What is evil to the ‘mainstream’ that seems to be often associated with the image of a trickster is actually the resistance that is offered against the neo-colonial aggression of the ‘mainstream’ and its statist encroachment in the tribal domain. C. Fred Alford has rightly suggested that evil is “not a state of mind, but a state of world.” (Alford, 1997:15). Evil, as per his conviction, is “no-thing” (Alford, 1997:ix), that is, “the nothingness we dread” (Alford, 1997:15)—the nothingness that is the consequence of “the loss of self, loss of meaning, loss of history and loss of connection to the world itself” (Alford, 1997:ix). This existential connotation of evil illustrates how evil is rather experiential in the sense that to try to exist as per one’s idea of being human, though different from the majoritarian notion, is to continuously engage with all that is projected as evil: “doing evil is an attempt to transform the terrible passivity and helplessness of suffering into activity” (Alford, 1997:3). The Indigeneity, anxious of its “doom at the hands of malevolent external persecutors who seek to destroy” (Alford, 1997:40) them, makes use of the trickster as the protagonist who represent the underprivileged tribal people of the indigenous folktales. In order to combat with the gaze of the ‘mainstream’ Other, the trickster as the marker of evil as well as evildoer, in fact, does much good towards resisting the neo-colonial encroachment of the statist regimes.

The Trickster in *The Youngest Son of the King*

The Youngest Son of the King (A Limbu Folktale)

Once upon a time there was a king who had two wives. Although the elder wife of the king used to live in a gorgeous palace, a mere horse stable was assigned for the younger one.

The elder wife used to enjoy her life with all her children, food and wealth. On the other hand, the younger one only had a son of her own—the youngest son of the king. The mother and son hardly had enough food or clothing. One day the king called all his sons and said: “It is my wish that all of you will start travelling in order to get me gifts of jewels and treasures. The one who will gift me the most precious gift will be declared as the future king after me”. The elder wife of the king started packing food for each of her sons that may sustain them. The sons thereafter, started moving to various different directions in search of jewels and treasures for their father. The younger queen, however, didn’t have much to offer to her son. He had advised the youngest son of the king to rather stay back with her, but the son suggested, “Mother, please allow me to try my luck. In case I manage to get something good and valuable for my father, then our future will be changed for good”. The younger wife of the king managed to prepare only five rotis for the king’s youngest son out of the grain that she had managed to save from the fodder of the horses. The youngest son of the king started his journey. He walked all through the day. He felt very hungry. But looking at his only five rotis he was very sad. He started to count the rotis and uttered with sigh, “I have only five to eat. But I am so very hungry”. There was a cave below where there lived five witches. The witches became very frightened because they thought that there was someone who was counting them for eating them up. The king’s youngest son again said, “Oh, how can I survive with only five!”. The terrified witches started to beg, “Don’t eat us please!. Don’t eat us please!”. The boy got confused as he thought that they were pleading him not to consume the rotis. So he insisted that he had to eat as he was very hungry. The witches then whispered, “In case you stop eating you will get from us whatever you want”. The king’s youngest son demanded, “I want ten beautiful diamonds for my father”. The witches threw at him ten very rare and expensive pieces of diamonds. The boy took them and started walking back to his house. After returning home when he showed his treasures to the younger wife of the king, she was very glad to see them. The next morning when he arrived at the king’s court, his father did not pay much heed to him. But when his youngest son offered him ten beautiful and expensive diamonds, the king was very happy. He realised that he had committed mistake by not taking enough care of his younger wife and son. In order to atone for the sin, he declared his youngest son to be the heir of the throne.

The king’s youngest son and the younger wife represent the conditions of the so called ‘little traditions’ that are often neglected as all the focus is received by the so called ‘mainstream’—like the elder wife and her children. The youngest son of the king as the hero of the Limbu folktale tries to assert the vitality and significance of the belittled traditions. The initial beginning of the Limbu folktale is like that of the ‘mainstream’ folktales where the elder is privileged and the younger is deprived. The patriarchal king, resembling the ‘mainstream’ patriarch is initially for the privileged. However, the youngest son, the subaltern, when brings him the best jewel, pronounces the greater merit of the underprivileged over the affluent.

The youngest son of the king plays the trickster in the Limbu folktale. He pretends as if he is unable to understand the apprehensiveness of the witches. And finally by using his trick he is able to fool them in giving him ten beautiful treasures. He is hungry and counts the rotis, but the witches feel that he has been counting them. Finally with the help of the roti-

counting trick the youngest son manages to become the heir to the throne. There is also a reversal of the usual pattern where the human beings are generally shown as terrified by the witches. Here, in this Limbu folktale, it is the witches who are afraid of the human boy. The trick that the son plays on the witches, while opposing the ‘mainstream’ concept of evil (such as the use of trickery) illustrates that “evil is due to human freewill” (Mackie, 1990:33). The free will that has motivated the ill-treated son to commence his expedition for a gift for his king-father has also provoked him to perform a trickster before the scared witches. Presenting an idea of emancipation for the destitute son, the part of a trickster as per this tribal folktale appears to be depicted as a ‘post-heroic’ presentation, in the sense that it can be achieved by “men who have mastered the hero’s way [and, thereby,] can deal with the primordial energies of the unconscious and the deep masculine” (Chinen, 1993:19) by travelling at a territory away from that of a typecast warrior hero or a patriarchal dominator.

The Trickster in *The Queen’s Lover*

***The Queen’s Lover* (Limbu Folktale)**

Once upon a time there was a queen who would change her lover each day. She would appoint a particular man for a day and on the next morning people would find the man dead. Being appointed as the king for a day had become the scariest thing for the men of her place. The people of the land would discuss that one day there would be no male left alive in the land. In this way, one day the queen appointed a very poor man as the king for the day. The poor man’s life was full of sufferings; hence it was not much of a sorrowful thing for him to be appointed as the king. He was prepared to take up the challenge. When the sun got set, he wrapped a banana tree in a blanket and placed it in guise of a man on the queen’s bed. At night he stayed at a hidden place and saw that a snake emerged out of the queen’s nose and struck the banana tree who was kept as a husband. Next morning, to everyone’s surprise he was found alive. At night he repeated the same trick. The moment the snake emerged out of the queen’s nose, he killed it with his khukuri, the small curved sword. Thereafter, he ruled the land as the queen’s husband.

The Queen’s Lover is again a deviation from the ‘mainstream’ stereotype where the protagonist of folktale is mostly a man or a king. Here it is the queen who is shown as powerful while the men are all terrified and scared of death. Also it is the queen who exercises her agency of choice—she chooses a man as her lover for a day. The centrality of the queen in the Limbu folktale may be understood in terms of the Limbu religious faith of the Yumanism, where Tagera Ningwaphuma as the only supreme Goddess is the icon of cosmic consciousness and eternal ‘Motherhood’ who gives rise to all other creations, and thereby, asserts the feminine principle as the principium reality. The hierarchical Yumanist Trinitarianism—where both the First Reality, Tagera Ningwaphuma, and Yuma Sam, her daughter cum heir and the second Person in the Trinitarian order, are females only to be followed by the third Person, Thoba Pa-Sam or Hang-Sam, the masculine component originating out of the primordial womanhood—exposes the radical component of Yumanism unlike the ‘mainstream’ androcentric religions of India. Yumanism offers foremost position and agency to the feminine principle.

This Limbu folktale depicts the alternative situation of the males as the victims of the female queen. The poor man in this tale plays the trickster. On the one, hand, by using the trick he not only raises himself from the position of a pauper to that of a king, but, on the other hand, also rejects the ‘mainstream’ notion of trickster as evil. Rather he uses the trick to get rid of the evil, that is the snake that emerges from the nose of the queen. Contributing a fairy-tale-like feature to this ‘wonder folk tale’, the poor trickster reveals the paradox of trick: that the magic obscures the struggling interests which produce it. This Limbu folktale shows how the trickster is rather the symbol of the indigenous intelligence where the poor man can become a ruler and a saviour of the entire tribe. Moreover, he not only empowers himself with the trick. Rather his trick also allows people not to treat the female queen as an evil. By helping the queen to get rid of her snake that emerges from her nose, the trickster also helps to make the female queen appear as more humane and not a mere object of danger and malice

Conclusion:

The tricksters in all these Limbu folktales represent the ‘little traditions’ that the ‘first nations’ represent. Countering the ‘mainstream’s’ belittling of these indigenous traditions, the trickster, subverting the ‘mainstream’ notion of evil, becomes the de-stereotyped embodiment of resistance against the neocolonial ‘mainstreaming’ of the indigenous knowledge under the pretext of a homogenizing majoritarian modernity where the scientific state appears to deliberately promote “the only kind of relationship that could exist in the context of domination, between so-called modern science and so-called traditional knowledge, where the latter is either marginalized or, better still, *eaten* by the former” (Hountondji, 1995:4).

Works Cited:

- Alford, C. Fred. 1997. *What Evil Means to Us*. Ithaca and London: Cornell University Press.
- Chinen, Allan B. 1993. *Beyond the Hero: Classic Stories of Men in Search of Soul*. Xlibris Corporation.
- Hountondji, Paulin J. 1995. “‘Producing Knowledge in Africa Today’: the Second Bashorun M. K. O. Abiola Distinguished Lecture”. *African Studies Review*, Vol. 38, No. 3 (Dec.): 1-10
- Mackie, J.L. 1990. “Evil and Omnipotence”. *The Problem of Evil*, ed. Marilyn Adams and Robert Adams. New York: Oxford University Press. 25-38.
- Paulson, Ronald. 2007. *Sin and Evil: Moral Values in Literature*. New Haven: Yale University Press.

Rethinking Colonial Aftermath : A Study of Select Poems of Kofi Awanoor

Dr. Manjushree M

*Associate Professor of English, Lal Bahadur Shastri Government First Grade College
Dinnur Main Road, Bengaluru, Karnataka.*

Abstract

The publication of Edward Said's monumental text *Orientalism* in 1976 is considered to be a significant milestone in the domain of contemporary knowledge. Since the publication of *Orientalism*, the studies pertaining to the impact of colonialism and western representations of other cultures have gained greater momentum in academic circles all around the world. An important result of Said's text is that it inaugurated Postcolonial Studies which in turn opened new possibilities to question colonial damages and contest western representations of other cultures. Placed within this backdrop, exploring the postcolonial studies and literature emerging from colonised countries like that of India and Africa becomes vital to understand how these countries are negotiating with the issues pertaining to colonial scars. In this regard, the present paper makes an effort to study some select poems of Kofi Awanoor and the manner in which his poems explore the acute damages caused by colonialism on African culture that continue to haunt even in the present times despite gaining freedom from the colonial forces. Through such an analysis, the paper sheds light on Awanoor's anxiety about the severity of colonial aftermath and need for decolonisation by reclaiming the past that has been completely eroded by the imposition of colonial culture by the colonisers.

Keywords : Orientalism, colonialism, colonial aftermath, colonial past, resistance.

Ever since the publication of Edward Said's phenomenal text *Orientalism* in 1976, studies pertaining to the impact of colonialism and western representations of other cultures have gained greater momentum in academic circles. In this exclusive text, Edward Said discusses western representations of the East through a huge corpus of literature, travel narratives, memoirs, administrative and missionary reports generated by the West. He also shows us how such representations assumed coherent structure over a period in time and became an integral part of western discourse and academic attitude not only in the West but also in the East. The text *Orientalism* received huge response from intellectual world. The text was hailed as something that "blossomed into a garden where the marginal can speak and be spoken, even spoken for" (Spivak 156). Further, Said's text also attracted the attention of different studies

including that of “literary studies to cross literature with history, to question literary discourse in order to reveal its colonial genealogy and disclose other sources of knowledge and agency” (Prakash 209).

However, despite the vast influence exerted by *Orientalism*, some scholars feel that Said’s text also does not pay great attention to the “ambivalent condition of the colonial aftermath” or “with history and motivations of anti-colonial resistance” rather, he focuses on “discursive and textual production of colonial meanings and consolidation of colonial hegemony” (Gandhi 64-65). In spite of such criticism, as Gyan Prakash argues, “Orientalism’s authority as a critique of Western knowledge remains unmatched” (201).

An important impact of Edward Said’s text is that it inaugurated Postcolonial Studies across the globe which in turn opened new possibilities to examine colonial damages and contest western representations of other cultures. Postcolonial Studies, as Leela Gandhi explains, started aiming at revisiting the “forgotten archive of the colonial encounter” that “narrates multiple stories of contestation and its discomfiting other, complicity” (4-5). Therefore, built upon the limitations of Said’s text, postcolonial scholars felt the need for, “revisiting, remembering and, crucially, interrogating the colonial past” to offer “theoretical resistance to the mystifying amnesia of the colonial aftermath” (Gandhi 4).

Thus, having built upon Said’s notions, Postcolonial Studies have started interrogating and challenging colonial damages that continue to sustain even to this day as a residue. One of the highlights of Postcolonial Studies has been to consider literature as a significant space to examine colonial impact and tool for decolonisation. It is in this backdrop, that the literatures produced by the colonised nations like India and Africa occupy a central place in the history of contemporary literatures. African writers have explored various aspects of colonial damages through their works and have registered their protest against colonial imposition that continues to haunt even today despite gaining freedom from colonial forces. The present paper is an effort to study one such African poet Kofi Awanoor who minutely examines colonial impact on African culture. The paper sheds light on Awanoor’s anxiety about the severity of colonial aftermath and need for decolonisation by reclaiming the past that has been completely eroded by the imposition of colonial culture by the colonisers.

Kofi Awanoor (1935 - 2013), Professor of African literature and poet, dramatist, novelist, an activist from Ghana holds a unique place in the history of African literature. In most of his poems, Awanoor revisits the past of Africa and juxtaposes it with colonial domination,

“In his poetry, Awanoor re - presents and interrogates African past as well as affirms new, developing African identities and sensibilities..... In all his work, Awanoor renders consistently a forceful critique of and resistance to the colonizing and neocolonizing strategies of domination over Africa’s economic and cultural production” (Brown 53).

Most of Kofi Awanoor’s poetry uses allegory to offer a strong criticism of colonisation. For instance, in one of his poems, ‘The Weaver Bird’, Awanoor uses the allegory of the weaver bird. The image of weaver bird becomes a symbol that represents the arrival of the coloniser to Africa from the West. It depicts the advent of the colonisers and their domination on African culture. The poem expresses a tone of anger and bitterness towards the colonial occupation and destruction of African culture and tradition.

The poem begins with a simple narration. The narrator describes that one day, a weaver bird came to their house from the west. The poet continues his narration to tell us that the weaver bird had migrated to Africa for survival. It built its nest and also laid eggs on the only tree in the poet's house. The poet's house here refers to Africa. These lines show the entry of colonisers to Africa and how they established their rule on African land.

The poet says that in the beginning, his family did not try to send the bird away since the bird had migrated from distant land for its survival. The family members took pity on the bird and allowed it to build its nest and have its family. They even watched the bird build its nest and "supervised the egg - laying". As a result, the bird continued building its nest without being disturbed. At this point, there is a sudden change in the narration as the poet informs, "And the weaver returned in the guise of the owner". Soon the weaver bird became the owner of both the tree and the house. This action of the weaver bird is indicative of the colonisers gaining ownership and control not only over the natural resources of Africa but also upon their religious and cultural practices.

The poem becomes sharper at this juncture. The colonisers establish their supremacy and identity on Africa. Once they are settled, they begin to preach salvation and establish Christianity. These colonisers came from the west where they had storms at the sea and where the fishermen dried their nets using lantern light. Such people who had arrived on African land from elsewhere for survival soon managed to claim ownership of the land. They did not stop at that. They went ahead and started wiping out the native African cultural values and impose their religion on them. The poet states that the colonisers started spreading their religion in Africa. The Africans were forced to accept this religion. However, the prayers of the Africans can never unite with the prayers of the colonisers, "But we cannot join the prayers and answers of the communicants".

The poet then uses the tone of anger. Also, there is a mood of hope. There is an eagerness to reclaim the past that existed before the advent of colonisers or rebuild the Africa which is free from colonial residue. The poet declares that every day, the Africans are searching for their homes that are now occupied by the colonisers. Every day, they are trying to build new altars and new shrines to pray as they cannot connect to the religion of the colonisers. Every day, they are trying to build their homes, altars and shrines that were "defiled" by the coloniser's waste discharge,

"We look for new homes every day,
For new altars we strive to rebuild
The old shrines defiled by the weaver's excrement".

So, every day the Africans are trying to get back their lost identity. They are trying to build a new Africa that has been damaged or contaminated by the coloniser's cruelty. The usage of the word "defiled" sums up the poet's fury towards the colonial damages on African culture and the deep impact it has left on the landscape as well as the mindscape of Africans. The poet uses the word "weaver's excrement" to record his annoyance towards colonisers imposition of their ideas and institutions and how they have polluted the purity of Africa.

Awanoor continues to express his fury towards colonial imposition in one more short but striking poem 'The Cathedral'. The poem begins abruptly by referring to the dirty patch

of his land where a tree stood once,
 “On this dirty patch
 a tree once stood”

The tree becomes a symbol of local African culture “with its boughs stretched across the heaven”. The term “once” indicates that the tree no longer exists now with the arrival of the colonisers. Awanoor uses the word “they” to make an indirect reference to the colonisers. However, the identity of the colonisers becomes evident in the next lines. The colonisers bought with them the surveyors and builders who cut the tree. This also shows the advent of modernity. The death of the tree or the forcible removal of the tree suggests the fate of the tribal culture of Africa. The colonisers cleared the ground to construct “a huge senseless cathedral of doom”. The land which once had the tree, that is, African culture, is now replaced by the cathedral that is indicative of colonial entry and imposition of their religion and cultural symbols on the African soil. The land which once had the fragrance of the tree has now been reduced to a “dirty patch”. Awanoor’s annoyance becomes evident here as his land is now turned into a dirty patch.

The last line forms the highlight of the poem. Each word in the last line is packed with a sense of despair and rootlessness that the poet feels towards cultural erosion and imposition of alien values. The word “senseless” is an obvious indication that the religion and value system of the colonisers is senseless and has no meaning for the native Africans. Cathedral is of great significance in the religious and spiritual life of the colonisers but for the Africans it looks pointless as it does not constitute their religious experience. Further, the word “cathedral of doom” is a metaphor suggesting the doom of African culture. The poet laments that by planting this cathedral of doom, the task of uprooting the African culture and replacing it with a new religion gets completed. The tree as a representative of African tribal culture and that formed the lifeline of the land and its people is gone now. The connection between the people and nature is also dismantled with the erection of a concrete structure. Replacing the tree with the cathedral reflects the colonisers’ attitude of intolerance towards cultural diversities and their eagerness to establish cultural supremacy by wiping out each and every element of native culture. ‘The Cathedral’ thus describes Awanoor’s protest and pain, despair and disapproval of colonisation and its enforcement of its institutions in Africa.

‘The Sea Eats the Land at Home’ is one more metaphorical poem that conveys the message in double layers. At the outset, the poem describes the powerful destruction of a coastal African town caused by nature. At the same time, the poem also implies the power of colonial destruction. The poem begins with an intense description of the sea that has flooded the entire town eroding the cooking places, destroying the cement walls and carrying with it the firewood and fowl, cooking pots and ladles. The repetition of the line, “the sea eats the land at home” illustrates the havoc caused by the sea that entered the town “in the dead of night”. The poet says that it is indeed sad to hear the wailing and “mourning shouts” of the women who keep appealing to all the gods to save them from the “angry sea”. From general description, the poem moves to specific details by presenting the case of Aku who stood outside her broken home with her two shivering children,

 “Her hands on her breast,

Weeping mournfully.”

Aku’s ancestors and gods have deserted her and she is left alone with her children. The image of Aku standing in front of her collapsed shelter evokes a mood of despair. The moans and sobs of helpless women are contrasted with the roaring water of the ‘cruel sea’ that has taken away all their belongings. The poet then talks about Adena whose trinkets are lost in the sea which has “eaten the whole land at home”. As the “cruel sea” with its “angry water” emerges powerful, the land and the town tumble. With their home and hearth, joy and the very kernel of life being eaten away by the sea, the people are left in a hopeless situation. Personification of the sea adds distinctiveness to the poem.

The poem, on the one hand, presents the fury of the sea and on the other hand, it is also read as an extended metaphor to portray the irrevocable damage caused by colonialism on African land. The sea is often compared to colonial forces. The sea is everywhere in the town eating away land and home thus causing personal, economic and cultural devastation. Similar is the control of colonialism. As the sea brings the “whole land at home” under its control, colonial forces brought entire Ghana and Africa under their supremacy. The sea entered the town in the dead of night and when people were unaware of the impending danger and were not in a condition to save their lives and lands. Similar is the case with colonisers too who arrived on African soil. As the raging sea brings nothing but loss and despair, the same is the result of colonialism too. Carrying away of home and land figuratively suggests the erosion of culture and heritage that forms the very essence of African life.

Awanoor thus offers a strong criticism of colonial aftermath and onslaughts on the economy, culture and geographical space of Africa through his poetry. His poems are packed with anger and agitation towards the onset of colonial institutions and ideas, sense of loss and also hope of reconnecting to the lost past, pride for his native Ewe culture, and love for Africa. Even though Awanoor is no more, his poetry resonates and strikes a chord with the colonised countries.

Works Cited :

1. Awanoor, Kofi. *Rediscovery and Other Poems*. Mbari Publications, 1964.
2. ----. *The Promise of Hope: New and Selected Poems, 1964-2013*. University of Nebraska Press, 2014.
3. Brown, Alma Jean Billingslea. “Kofi Awanoor.” *Postcolonial African Writers: A Bio – bibliographical Critical Sourcebook*, edited by Pushpa Naidu Parekh and Siga Fathima Jagne, Routledge, 2012, pp. 52-58.
4. Dhareshwar, Vivek. “Valorizing the Present: Orientalism, Postcoloniality and the Human Sciences.” *Cultural Dynamics*, vol. 10, no. 2, 1998, pp. 211-231.
5. Early L.R, “Kofi Awanoor’s Poetry”, <https://cdm.ucalgary.ca/index.php/ariel/article/view/32477/26529>.
6. Forson, I., Dadzie, J.A.Sekyi, and V.O. Serwaa. “The Use of Language and Thematic Concerns: A Case of Five Selected African Poems”. *Universal Journal of Literature and Linguistics*, Vol. 1, Apr. 2022, pp. 21- 28, [http:// www. Scipublications.com/journal, index](http://www.Scipublications.com/journal, index).

php / ujll/article/view/266.

7. Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Oxford University Press, 1998.
8. Prakash, Gyan. "Orientalism Now." *History and Theory*, vol. 34, no. 3, 1995, pp. 199- 212.
9. Said, Edward W. *Orientalism: Western Conceptions of the Orient*. Penguin Books, 2001.
10. *Songs of Ourselves Vol. 2*, Cambridge University Press, 2014.
11. Spivak, Gayatri Chakravorty. "Foundations and Cultural Studies." *Questioning Foundations: Truth, Subjectivity and Culture*, edited by Hugh J. Silverman, Routledge, 2014, pp. 153-175.
12. <https://www.litcharts.com/poetry/kofi-awoonor/the-sea-eats-the-land-at-home>
13. <https://www.poemhunter.com/kofi-awoonor/>
14. <https://afrilingual.wordpress.com/2012/01/30/the-cathedral-kofi-awoonor>.

Existential Uncertainty in the Select Short stories of Franz Kafka

Dr. Sindhu N S

Associate Professor of English, Maharani's College for Women, Mysore, Karnataka

Abstract

Franz Kafka is one of the most influential writers of the early twentieth century who has had a great impact on the literature and thought of not only Europe, but also on the world literature. He is one among the major writers who dealt with inevitable crisis- a part of life of the modern man. Though he never called himself an existentialist, we can find the major traits of existentialism in his works- uncertainty, absurdity, alienation- to name a few. 'Individual', which constitutes the focal point of existentialism, is the centre of his work. Every nook and corner of human mind is explored and the entire world is seen from an individual's perspective in his works. According to Kafka, every human being is unique. The requirement of each and every individual is different. Everyone has one's own private world where none has an arbitrary entry. Kafka's depiction of the individual, the subject and its experience is so powerful that the adjective 'Kafkaesque' serves the purpose for whatever it was coined. The current paper, through some of Kafka's short stories focuses on one of the major tenets of existentialism- 'uncertainty'.

Keywords :

Existentialism, Kafkaesque, Uncertainty, Individual, Modern man

According to Ritchie Robertson,

Reading Kafka is a puzzling experience. Impossible events occur with an air of inevitability, and no explanation is forthcoming, Gregor Samsa is turned into an insect, without knowing how or why. Joseph K. never learns the reason for his arrest. The other K. never reaches the Castle and cannot understand why he cannot meet the official who summoned him there as a land surveyor.' (*Kafka: Very Short Introduction* 26)

The centre of Kafka's world is 'modernman'. The sensibility that he displays in his works and the emotion behind the very same sensibility is common to every individual irrespective of nations and races. The flavour of absurdity is just overwhelming; it may be from an incomplete novel or the shortest story of four lines. The people we meet there or the places we come across are sort of unheard of. But the meanings they give out are astonishing. He opened new doors to probe into the darkest corners of the human mind. As we enter into the world created by Kafka we are caught inside the cobweb of absurdity.

One of the major themes of Kafka's works is that of uncertainty. When we read Kafka's biography, the decisions of Kafka in certain aspects have the tinge of uncertainty. 'To be or not to be' is the stand that constantly troubled Kafka, which of course is a general human tendency. Kafka wrote many of the short stories inspired by this attitude of his own self. The stories in the *Meditation* present this theme. A very short story 'Trees' is significant in this respect. The story reads as follows.

For we are like tree trunks in the snow. In appearance they lie sleekly and a light push should be enough to set them rolling. No, it can't be done, for they are firmly wedded to the ground. But see, even that is only appearance (*TheCompleteStories*, 382).

The reader is sure to fall in a dilemma when he or she reads a story as this. The main impetus behind such stories might be the uncertainty of the place and position of the Jews in Austria during Kafka's time and the insignificant and uncertain position of the human beings in this vast universe. The stories seem to be experimentation with the mood of the writer. The combination of illusion and reality works well on the readers. The 'Trees' though very small in size never allows the reader to arrive at any conclusion. 'ThewishtobecomeaRedIndian' is another short story which also brings out a feeling of instability.

If one were only an Indian, instantly alert, and on a racing horse, leaning against the wind, kept on quivering jerkily over the quivering ground, until one shed one's spurs, for there needed no spurs, threw away the reins, for there needed no reins, and hardly saw that the land before one was smoothly shorn heath when horse's head and neck would already gone(*TheCompleteStories* 390)

In the opening of the story, the narrator expresses his wish to become a Red Indian with the zeal of leading an adventurous and happening life with the grandeur of riding a swift horse. But as the story begins with a great spirit, the fall in the spirit also begins. Everything vanishes- the spurs, reins and ultimately horse's head. With the vanishing of these things, the ride loses its charm. The text comes to a sudden halt and there is a sudden halt in the thought process of the narrator also. The story with the title 'On the Tram' is another example that goes in this tone.

I stand on the end platform of the tram and am completely unsure of my footing in this world, in this town, in my family. Not even casually could I indicate any claims that I might rightly advance in any direction. I have not even any defence to offer for standing on this platform, holding on to this strap, letting myself be carried along by this tram, nor for the people who give way to the tram or walk quietly along or stand gazing into shop windows. Nobody asks me to put up a defense, indeed, but that is irrelevant (*TheCompleteStories* 388).

The tram has no fixed status and it is meant to move around from one place to another. This indicates the lack of fixed settlement to the human beings. The narrator of the story neither defends nor justifies his action of standing on the tram or holding on the strap or moving by the tram. He is also unable to defend the behaviour of his co passengers. The question that arises here is that when one cannot justify the simple action people of moving in the tram, can one really justify the existence of human beings on the earth. Further the story, 'UnmaskingaConfidenceTrickster'(395) tells us about the feeling of anxiety in the narrator when he thinks that somebody, behind his back is making an attempt to betray him and that he has to escape the danger. The narrator heaves a sigh of relief when he feels that he has

escaped from the impending danger. But the reader can never judge whether the accusation of the narrator is true. The story 'Passers-by', on the other hand shows the same theme. The narrator of the story looks at the two men running one behind the other. Here he goes on guessing about the purpose of their movement. As he goes on guessing, a number of possibilities cross his mind. He gets puzzled. At one point he even thinks that if he could intervene in their affairs. But the story ends abruptly and the readers are left with no conclusion.

Some stories of Kafka describe the loneliness, an inherent element of the human existence. 'The Small Businessman' (385) is a story told from the perspective of a businessman. The protagonist of the story, a businessman when busy with the work ponders about his work related problems and also sympathises the distressful state of his fellow human beings. At once, he wishes to be done away with everything and just slip into a solitary mood. He looks forward to go home and be left for himself. But as we read the story, the narrator feels even that futile. He just concludes with neither glory nor the pomp of the luxury of the solitude, but with a tone of world weariness.

'The Way Home' (387) presents us the narrator who we may feel is a step ahead of the narrator of 'The Small Businessman', when it comes to the about the realisation of his existence. The narrator is well aware of his past as well as his present life. Nowhere has he got a point to grumble against any injustice done to him. But there is an ultimate sense of dissatisfaction which lingers. In the same meditative mood the narrator enters home and the feeling of emptiness grows intense. He fails to find any aspect in his life which would give meaning to his life. He opens the window and listens to the music pouring from the garden. Now there is a sudden end in the thought process of the narrator. The story ends with a note of uncertainty. The music does not change his mood but puts an end to his contemplation. 'The Bachelor's Ill Luck' (394) describes the life of an old bachelor. The story is presented as a thought experiment. A married man with children tries to imagine the unhappy state of a bachelor. The key theme of the story is the loneliness.

The work place drudgery is one concept that haunts Kafka constantly. As Kafka worked in a Life Insurance Company, he knew the problems of the factory workers processing their cases and also the trials and tribulations of an official in his own difficult work schedule. As it is mentioned already, Kafka was so much fed up of his routine work that he wanted to quit his job. But he could not do that owing to many reasons. Though the climax of this theme is reached in *The Metamorphosis*, a slight hint about Kafka's preoccupation is given through the short stories, 'Poseidon' and 'Prometheus'. The Sea God Poseidon is presented by him as a disgruntled manager of waters, instead of a grand picture of Gods that we usually have. According to mythology, Poseidon is the earth shaker, the God of Seas, brother of Zeus. But Kafka in his fiction makes him an ordinary employee. The employment that he has been assigned with is also not very satisfying. Poseidon is not very happy with his routine work. He can hardly enjoy the beauty of water though he works over it. On very rare occasions he catches the glimpse of the sea when he rarely visits Jupiter only on official purposes. He is afraid that he will have to do this boring work until the end of the world (434).

In 'My Neighbour' (424) the protagonist is a young and an active merchant with a confident outlook about his business prospects. But his confidence is shaken by a neighbour by name Harras, who is also an upcoming businessman. The narrator is unnerved by the

activities of his neighbour. Though he confesses that he hardly has got any complaint against his neighbour, a sense of insecurity is evident in his behaviour. The narrator wants to know about the activities of Harras, in vain. He is constantly under the notion that he is going to harm him commercially. The professional competition, uncertainties and risks involved in modern business world is shown very subtly. The name of the neighbour really harasses the protagonist. Another thing to be observed here is that the protagonist is not working under anybody and that he is his own boss, yet, frustrated. Being one's own boss increases the number of problems rather than minimising. It means more responsibility, stress and insecurity.

The woes of a travelling salesman are not better expressed anywhere as expressed in *The Metamorphosis*. Time is money for a businessman. The anxiety that Gregor feels to catch the train, his inability to get up from the bed and also his helpless state at the end unnerve the readers. We are not only overcome with the grief for the protagonist but also tend to get horrified at the plight of the modern man better expressed through the character of Gregor Samsa, who laments,

‘Oh God!’ He thought. ‘What a strenuous profession I’ve chosen! Day in, day out on the move. The stresses of making deals are far greater than they are in the actual business at home. And on the top of that I’m burdened with the misery of travelling; there’s the worry about train connections, the poor, irregular meals, human contact that is always been changing, never lasting, never approaching warmth (*The Complete Short Stories* 89).

The story ‘The Common Confusion’ elaborates this theme. The characters A and B show the readers the crucial role that time plays in their daily business transactions. A and B are to meet at a certain place, H for a business deal. But time is a constraint for A and with his failure to keep up the time he misses a business deal. When he makes up his mind, adjusts himself to accommodate to the time of B, the latter vanishes forever. Though A and B are hard workers and strive hard to achieve their goal in business, they fail. Kafka here unravels the busy schedule and uncertain business prospects for the businessmen. The world presented in this story is the typical nightmarish Kafkaesque one. At the same time cannot be brushed aside as unreal and exaggerated. Elizabeth Trahan writes,

This world is strictly ordered by its style, disciplined by its tone, determined by its facts. Not for a moment do we assume that the outcome of the story is merely due to a wrong choice by A and B, a simple error on their calculations or judgement, or that a mere whim brought about this particular sequence of events, that they are insignificant trifles. This world exists and is autonomous. It remains to discover its values and workings – to the extent possible to us outsiders (“‘A Common Confusion’: A Basic Approach to Franz Kafka’s World.” 269–278)

As we analyse Kafka’s works through the lens of existentialism it becomes clear to us Kafka was exposed to tensions on both personal and global level and their implications was intense on him. He refashioned existentialism according to the spirit of the milieu in which he wrote. As we go through the works of Kafka and his biographical details it becomes clear to us that more than any philosopher or the writer, socio-political turmoil which characterised the first two decades of the twentieth century influenced him and the same is mirrored in his works. Kafka’s works are more relevant today because the uncertainties faced by man are more intense than the situation a century ago. The impact of literature on world literary

scenario and even on the Hollywood cinema is proved by the coining of the word ‘Kafkaesque’ which denotes his unique style of writing and treatment of the subject.

References

1. Kafka, Franz. *The Complete Short Stories*. Tr.Nahum.N.Glatzer. Vintage, 1999.
2. Kafka, Franz and Max Brod. *The Blue Octavo Notebooks*. Tr. Eithne Wilkins, Exact Change, 1991.
3. Kafka, Franz. Max Brod, and Joseph Kresh. *The Diaries of Franz Kafka, 1910-1913*. New York: Schocken Books, 1965.
4. Kafka, Franz. *Letter to His Father*.:Trans. Earnst Kaiser and Eithne Wilkins. Schocken Books, 1966.
5. Kafka, Franz and Max Brod. *The Blue Octavo Notebooks*. Tr. Eithne Wilkins, Exact Change, 1991
6. Singer, Peter. *Marx: A Very Short Introduction*. Oxford University Press, 2018.
7. Sokel, Walter H. *Franz Kafka*.Columbia University Press, 1966.
8. Wartenberg, Thomas. *Beginner'sGuidetoExistentialism*. Oneworld Publications, 2008.

Problematizing the Discourse of Politics and Media in Manoj Das's *Sharma and the Wonderful Lump*

Dr. Asha Balachandran

Assistant Professor, Department of English

MSM College, Kayamkulam, Kerala

Abstract:

Manoj Das, an eminent Indo English writer, is known for his humanitarian outlook and allegorical writings. This paper tries to project the political, social, religious and economical satirical elements in the story *Sharma and the Wonderful Lump*. It also tries to trace the post-modern characteristics in the comic fantasy which Das himself calls as 'novellete'. The paper exposes the absurd notions of man on fame and money as seen in politics, media and society at large. These modern values have led to a moral degeneration in the contemporary society.

Key words: India, West, satire, modern, politics, media

Manoj Das, a bilingual Oriya writer, is a conscious creative artist and a social critic of the contemporary society. He admits that his "Stories are written out of creative inspiration, some are written out of simple creative joy. Some are out of a commitment to society". Das belongs to the Indian Satirical Short Story tradition and it has an immense impact on his creative story literature. Das blends ancient Indian tale forms and western techniques in his stories. Fables, fantasies and allegories are used suitably in his satirical works. The combination of realism and fantasy are used to project the follies and vices of people effectively. He admits that his primary purpose of writing is "to present through English a chunk of genuine India, the India in her elements." (16)

Sharma and the Wonderful Lump (2003) is a long short story written in ten sections about the miraculous appearance and disappearance of the aboo, the lump. Sharma the protagonist is a dutiful clerk of the Rooplal Textile Company is admitted in the US for a surgical operation of his lump on head by Dr. Hardstone. Sharma becomes popular there and earns some money from the ads of his unusual lump. He is finally threatened by the kidnappers and he remembers his mother and motherland at night which makes him return overnight. Thus "AbooPurusha"

is about man's physical deformity being turned into a profitable venture by the self-centred people whom he meets in this journey.

The way Sharma posits the lump shows his greed as seen in the lines: "Doctor! Have not I placed my aboo that is what we call it in our family at your disposal? You can do whatever you like. I brought it up with due attention and care. If it has now grown up enough to earn me a few chips why should I grudge it?" (69). He becomes an instrument of ridicule and a ludicrous figure as he starts commercial transactions with American TV, interview with *The Holocaust* magazine, snapped with Miss Chichi's bare-breast and even campaigns for Mr Baldbreast in American election. Sharma's ego and vanity swell like a balloon and busted only when he is captured and threatened to death by agents of Domdaniel. He realises the horrible vulnerabilities of life and the dreadful consequence of treading into the questionable paths. Sharma says that "Oh India! *Sujalam, sufalam, malayajashitalam*—although the aboo which has made me great was formed on thy soil and under thy sky—thy children failed and failed miserably, to give it its due..." (71).

When Sharma reaches India, Rooplal makes him use for political gain. Sharma becomes an independent MLA but the ministry gets collapsed and a byelection is announced. Sharma desire his lump becomes twice the size which is a mild satire on the democratic system as it represents a sign beguiling the voters. Finally, when it disappears by the grace of his mother's Guru, Sharma is unhappy. However, his mother is delighted as she dreams of a future that will give a new lease of life to Sharma without the gigantic tumour of darkness and arrogance. Aboo is completely a handiwork of the omnipotent. There is talks on yoga and aboo, Indian folk of Tulsi, criticism of western women for their living style, the exploration of moksha and nirvana – all which brings forth the contrasting culture of India and America in the story.

Das writes "Indian mothers are nonparallel" and invokes mother land as Bankim Chandra Chatterjee's patriotic song follows: "sujalam, sufalam, malayajashitalam" which provides a national feeling as revealed in this story. The story finally puts faith on mysticism because as Sharma falls prostrated at the guru's feet along with his mother and the guru gives him a holy touch on his head the lump disappears. The guru's blessings is actually a channel for divine grace which liberates Mr. Sharma from the aboo, the wonderful lump. Prof. P. Raja comment that from a natural plane the writer suddenly takes us without giving us any jolt to a supernatural plane when the tumour disappears through the intervention of a mystic power. The allegory lies perhaps in the author's vision of a transition to a better future that a spiritual awakening alone can bring changes. Realism descends at the end of the story through the framework of an intrinsic allegory that heads towards a spiritual regeneration of Sharma. While Sharma's aboo vanishes by the power of Almighty, the reader's too experience a spiritual catharsis shedding their abominable follies.

The heroes in his stories present some message of the author and hence they are not displayed with all facets of their personalities. Each hero stands for a particular idea or emotion and the aboo man, Mr. Sharma, here represents human ego and avarice. He is capable of self-realisation and correction. Nisha in her article writes that "Way to Go: A Critical Study of Tradition - Modernity Conflict" states the present condition: . . . modernized situation is marked by sudden and unexpected breaks with traditional ways of viewing and interacting

with the world. Experimentation and individualism have become virtues, where in the past they were often heartily discouraged. Modernism is set in motion, in one sense, through a series of cultural shocks. Instead of progress and growth, the Modernist intelligentsia sees decay and a growing of alienation of the individual. The machinery of modern society is perceived as impersonal, capitalistic, and antagonistic to the artistic impulse (6). Thus Sharma is a typical character of the post modern age.

The post-modernist constituent of satire where each character is a construct is highlighted in the story. The lump is basically an allegory representing incurable materialism of the West. The society thrives on a pack of false values/ideals and an innocent man turns into a scapegoat. Each situation is tinged with humour and satire. There is political, social, religious and economical satire in the story. The characters are types of exploiters in the contemporary world. America symbolises the whole strange world, Dr. Hardstone is the Satan who tempts Sharma for fetching fame and money along with the discoverer "Hardstone's Tumour". Mr Baldbreast symbolises the richest democracy and Rooplal the largest democracy where they show the current politics to the world. They represent political exploiter class in the story who make use of irrelevant notions to lure votes. Manoj Das had said, "I always remember what Jonathan Swift said: 'Satire is a sort of glass wherein beholders generally discover everyone's face but their own.' But I never forget to try to behold my own face in that mirror." (3)

Das satirises through Miss Chichi's bare-breast the nudity and vulgarity of modern life. When Sharma wasn't willing for a snap in this background, the assistant in the crew tries to convince him saying that "Look Mr. Sharma, I mean, please look literally. There is nothing abominable about Miss Chichi. She is fine arts incarnate. Our editor has framed a wonderful caption for the pleasure as he visualized it: The top against the topless, isn't that fantastic? Going to be the scoop of the year, I bet." (70). Das ridicules the formality and tactful ways of exploitation by modern elites through these instances. And when W. W. Sanitarywalla from the Indian Embassy in America calls on Sharma to inform him that his movements in that country might have serious repercussions on Indo-American relations, Sharma is hurt and annoyed. "It's clear that not only did India refuse to recognise me, but also the Indian Government is on tenterhooks the moment I am recognised abroad." (71)

The media sensationalize the situation under the pretext of enlightening the masses. They take snaps of him with caption as "the top and the topless" justifying that ".....if we print your picture with Miss Chichi in this fashion, all our readers will read the feature I shall write. They cannot do otherwise. But if we print your lone picture, only sixty per cent of our readers would care to glance at the article below it. These are the conclusions drawn from careful readership surveys." (70). The viewers are ridiculed here through the content.

Aboo is a replica of socially distorted values and pseudo acts. It represents the moral degeneration and aberration from the path of sanity in the modern world. When Sharma's mother advises him that "My child! I beseech you to rise above your folly. The guru's blessings, a channel for the Divine's grace, were meant to liberate you from the aboo'. You are not supposed to make capital out of that. Through the thrill of liberation you should now be experiencing, I am dreaming of a day when the world as a whole will be liberated from the several gigantic aboos' sitting on it" (72), she is actually presenting the mirror of the society.

The story is replete with original humour subtle undertones and sparking metaphors. L.N. Guptahas remarked: “It is one of the most barbed and yet the gentle, satire on some ludicrous and absurd aspects of modern civilization as it is developing in U.S.A. It is perhaps the finest satire on modern civilization or to be more precise, on IndoAmerican relations published in the last decade”. The story projects the ego, vanity, greed and stupidity of Sharma. He laughs at the follies of others around him and is also laughed at himself for his own folly. Sharma says showing his ego, “If I have been considered great for having cultivated the world’s biggest ‘aboo*, why shouldn’t I be also considered great for having dissolved it overnight?” (72). The story presents the lump as the symbol of irrelevant fascination and falsehood.

In this context Das himself says, “I make fantasy a medium of comment on current problems and realistic issues. For example in “*Sharma and the Wonderful Lump*” which is about a man who becomes a celebrity because he has the largest growth in the world on his head, my satire is directed through this fantastic situation at the sensationalistic media”(501). This story he calls as novellette which symbolically reflects on the vulgarity and pervasion of values of our modern civilisation. Thus this is one of the most genial satires on the absurd aspects of modern civilization, that is the decay and decadence of culture.

Work Cited

- Das, Manoj. “Sharma and the Wonderful Lump” *The Lady Who Died One and a Half Times and Other Fantasies*. Rupa & Co., pp 69-72, 2003.
- —Indian Sensibility and the Fiction of Manoj Das, *Language Forum* 12. 1-4 (1986): 134-146.
-- “Nandini Sahu in conversation with Manoj Das on Folk in Modern Indian Literature.” *Folklore and the Alternative Modernities*. Ed. Nandini Sahu. New Delhi: Authorspress, 2012, pp.494-502.
- —Fusion of Vision and Technique in the Short Stories of Manoj Das *The Literary Endeavour* 2.2. & 3 (2014): 15-20.
- Gupta, L.N. Rev.of Fables and Fantasies for Adults, by M. Das —Where Jackal is Forest Commissioner, *Hitavada*, 28 Jan. 1979:7.
- P. Raja, “Manoj Das : A Significant Story- Teller”, *The Times of India*, May 18, 1980.P.13.
- Nisha. “Way to Go: A Critical Study of Tradition Modernity Conflict,”. *Sai Om Journal of Arts & Education*, Volume 1, Issue 3, April, 2014.pp 6-9.



Laura Esquivel's *Like Water for Chocolate* as a Site of Lack, Violence, and Injustice

Rini Sultana

Alumna, The English and Foreign Languages University, Hyderabad, India – 500007.

Abstract

A well renowned text of magical realism, Laura Esquivel's fiction *Like Water for Chocolate* sketches before us the trials and tribulations of love, romance, family, and tradition, and all neatly packaged as a romance story. However, a close reading reveals that the rosy tale is far too deeply marred with acts of violence for it to be considered "A Novel in Monthly Installments with Recipes, Romances and Home Remedies" as its book cover states. This article analyses Esquivel's novel in the light of violence and injustice that pervade nearly all the characters and their actions. It would also foreground how a sense of want or lack in the lives of most major and minor characters in the novel serves as an impetus for them to indulge in violence to one another and to themselves.

Keywords: Violence, Injustice, Parental Neglect, Romance, Magical Realism, Marginal Characters.

Introduction:

Though its subtitle reads "A Novel in Monthly Installments with Recipes, Romances and Home Remedies," Laura Esquivel's *Like Water for Chocolate* comes across more as a site of lack where almost all the characters struggle with a want of love and affection in their lives. Not only do they suffer and struggle with their own deprivation of much needed love, it also seems to prompt much of the hostility and violence that permeates the world of the novel. Almost all the major characters of the novel engage in violence – Mama Elena against her daughters, particularly Tita, Pedro against Tita and Rosaura, both Tita and Rosaura against each other. There are also characters like Nacha and Chenchu who undergo mental and emotional suffering but violence and injustice against them are downplayed; their sufferings being accorded barely a few sentences in the novel.

Violence walks hand in hand with injustice, and in the context of this article it is used in an overarching way as defined in the *World report on violence and health* (WRVH), "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of

resulting in injury, death, psychological harm, maldevelopment, or deprivation” (Rutherford et al., 2007). At least one of the four modes of inflicting violence – physical, sexual, psychological or deprivation – pervades the acts and deeds of all the major characters in *Like Water for Chocolate*.

Pervasiveness of Lack, Violence, and Injustice:

Right from the onset of the novel, we see the genesis of a long line of deprivation in the life of the protagonist, Josefita ‘Tita’ De La Garza. Born in the kitchen and raised on a diet of teas and corn gruels, she is denied maternal love and care from birth, her only recourse being the family cook, Nacha. Though brought up in a very strict manner, Tita is mostly embracing of her situation until she actively feels a strong sense of injustice in her mother’s act of denying her conjugal happiness in the guise of an absurd family tradition¹. Her timid protest earns her nothing but a curt rebuff from her mother.

Tita suffers from severe jolts of mental distress and angst following her mother’s heartless decision to marry off her sister Rosaura to Tita’s sweetheart Pedro. Not only that, she is forced to help in the wedding preparations of her sister and bake the wedding cake while being threatened by her mother to not act like a victim or to shed even a single tear or put on a long face. But it is not only her who suffers injustice and is deprived. She is guilty of inadvertently inflicting pain and injustice on her sister Rosaura. While beating the batter for Rosaura’s wedding cake, Tita sheds many an angstful tear that gets mixed with the batter, making it soggy as well as infusing it with Tita’s sorrow and anger. This leads to the cake gaining a toxic severity, making everyone who eats it ill except for Tita herself. The chaos with the wedding cake essentially ruins Rosaura’s otherwise happy wedding. Incapable of seeking justice for herself, this incident is one of the first in which Tita inadvertently uses her cooking as a weapon to seek vengeance or to express her suppressed emotions and fury.

Poles apart in taste and personality, the rivalry between both the sisters seems to conclude with Rosaura gaining the upper hand, getting to marry the man Tita loves. Though Rosaura does not actually intend to hurt Tita by marrying her sweetheart, she does not protest either when the wedding is being fixed. Into this mix comes Pedro, who ends up using Rosaura as a tool to be near his true love, Tita. In order to gain the love denied to him by Tita’s mother, Mama Elena, he decides to marry Rosaura so that he can at least continue an affair with Tita. He justifies his stance saying, “...When you’re told there’s no way you can marry the woman you love, and your only hope of being near her is to marry her sister, wouldn’t you do the same?” (Esquivel, 1997, p. 17-18). The potential harm or betrayal that he would cause to his would-be wife is none of his concern. Right after kissing his newly-wed wife, Pedro whispers to Tita, “...through this marriage I have gained what I really wanted: the chance to be near you, the woman I love” (Esquivel, 1997, p. 38). This immensely pleases Tita as it confirms Pedro’s love for her. The wedding, one of the most important days of Rosaura’s life, becomes an instrument of deception for the lovers to be together.

On the way to fulfilling her own longing for love, Tita does not consider her crime of robbing it from Rosaura. Later, birth of her nephew Roberto fills her with a new kind of love, which she is forbidden to enjoy in her lifetime. “It was as if the child’s mother was Tita, and not Rosaura. That’s how she felt and acted... she did a mother’s work without the official title. Pedro and Roberto were hers and that was all she needed” (Esquivel, 1997, p. 72-73).

She eagerly steps in to play mother to her sister's children and tries to make up for her own deprivation of motherhood. Often, she goes above and beyond Rosaura and acts as though they were her own. Rosaura also inflicts some mental violence on Tita though her stance can be somewhat justified, in my opinion. She is harsh towards her sister mostly because of Tita's affair with her husband. Despite not being directly responsible for parting the two lovers, her marriage having been fixed by her mother, she has to submit to enduring betrayal and deception at the hands of her husband and her sister. She is well aware of being used as a tool so that Pedro and Tita can be together. Though Rosaura tries to win over her husband, Pedro never endows her with the love due to a wife. Even when she is pregnant with her first child, she sees Pedro carrying a bouquet of roses for Tita – a symbol of affection never received by her. This leads to her being more violent towards Tita.

In the first glance, the love between Pedro and Tita at least feels taintless. But it is not to be as we gradually come to see that their love teeters on the verge of lust. Even if one argues that physical relationship comes with romantic attraction, one cannot ignore Pedro's urge to possess Tita. Despite being unable to take responsibility or run away with Tita, he displays an irrational rage and jealousy upon seeing Tita's intimacy with Dr. John Brown. He quenches his jealousy by forcing himself on Tita and raping her, taking her virginity and disabling her from marrying Dr. Brown. The concept of virginity itself is contestable and controversial from a feminist reading of the novel but, at least within the world of the novel Tita's loss of virginity weighs in as a decisive factor in Tita's ultimate refusal to marry Dr. Brown. Thus, in addition to the injustice and violence towards his wife, Pedro also commits sexual violence by raping Tita, who is nevertheless portrayed as the love of his life. There is something in the claim to Tita being Pedro's love after all as it is to be close with her that he gets married to Rosaura in the first place.

However, as far as Tita is concerned, though her love for Pedro remains more or less constant throughout her life, it is with John Brown that she first feels the gust of liberation. He is the one major character who does not engage in any kind of evident injustice or violence towards the others. While being deprived of love fills the characters' lives with angst and violent turpitude, John's tender display of affection and care helps to pull Tita together, enabling her to heal inside-out. This affection also sets her free, emotionally and literally. With John's help, for the first time in her life, Tita becomes able to free herself from her mother's clutch. Later, even after Tita admits to losing her virginity to someone else and refuses to marry him on that ground, John is unperturbed and instead, asks Tita who she is more in love with. If we were to declare a winner based on whom Tita ultimately chooses to be with, Pedro would occupy the position. Regardless, Dr. John Brown's warm and mature love poses a powerful contrast to Pedro's passionate, fiery love for Tita.

John also endures a lack of love in his life, having lost his newly-wed wife. But this deprivation in him does not prompt unjust or violent actions. Throughout the novel, he stands as a foil to Pedro.

To wrap up the saga of cyclical violence and injustice among the major characters, Mama Elena emerges as the antagonist and the source of parental violence. "Unquestionably, when it came to dividing, dismantling, dismembering, desolating, detaching, dispossessing, destroying or dominating, Mama Elena was a pro" (Esquivel, 1997, p. 87). She is a despotic

and matriarchal character in her own right. The slightest opposition to her orders and wishes are dealt with mercilessly by her. With her ruthless demeanour, she terrorizes everyone in her household including her children, particularly her youngest daughter Tita. From forbidding Tita to marry to intentionally marrying off Rosaura to Tita's lover and disowning Gertrudis without a moment's thought, her behaviour is thoroughly abusive and violent, the brunt of which is mostly borne by Tita. She constantly harasses Tita verbally, resorts to physical violence without hesitation and traumatizes her almost to the point of insanity. "Mama Elena was merciless, killing with a single blow.....For Tita she had made an exception; she had been killing her a little at a time since she was a child, and she still hadn't quite finished her off" (Esquivel, 1997, p. 47). We can see one example of Mama Elena's violence when Tita rages at her mother and blames her for the death of Roberto, Tita's beloved nephew. She refuses to obey her mother saying, "Here's what I do with your orders! I'm sick of them! I'm sick of obeying you," (Esquivel, 1997, p. 89) upon which Mama Elena smashes Tita's face with a wooden spoon and breaks her nose. Not only does she subject Tita to endless pain and suffering while alive, she comes back to torment her even after death. Her ghost curses, yells and chides Tita even from beyond the grave. The exact reason prompting her severemistreatment of Tita cannot be gauged as we find her assuming a relatively less violent persona towards Gertrudis and Rosaura. The underlying reason behind her brutal treatment can be attributed to some extent to her own lack of fulfillment in love as we come to know later. Incapable of being together with her lover Jose Trevino, Mama Elena spends her life in a loveless marriage and it may be speculated that she takes out her frustration at the people around her including her daughters, specifically Tita.

Gertrudis is probably the only character relatively unaffected by the injustice and violence that perpetuate the lives of the characters in the novel. Regardless of her getting fired up by Tita's "quail in rose petal sauce" that leads to her act of sexual liberation and running away, Gertrudis chooses her own path independent of the hatred and deprivation of love in her mother's home. She eventually marries Juan Alejandrez, who she had initially run away with, and returns home as a General in the Revolutionary army. She also seems to be a voice of reason in the novel, offering Tita some much needed advice and solace in the latter part of the novel.

Coming to the mistreated, non-major characters, whose pain and suffering is accorded minimal space in the novel but who function as the bedrock of the novel are Nacha and Chench. Nacha works as the family cook and serves as a *de facto* mother to Tita while Chench works as a maid in the De La Garza family and becomes a very good friend and companion to Tita. One similarity they both share is that they belong to the indigenous community and have a low social status. The former is already an elderly woman when we meet her at the opening of the novel while the latter can be perceived of as not very older than Tita and the other daughters of the family. Nacha is not allowed to get married to her betrothed by her employers. Her fiancé gets chased away by her former mistress, the mother of Mama Elena. All she gets to do is prepare for wedding banquets of other people while cherishing an illusion of the next one being her own. Despite her lifelong humble and dedicated service, she is forced to endure an absence of love, yearning for it her whole life and dying with a picture of her fiancé clutched in her hands.

Chencha is brutally raped by the bandits who break into the De La Garza home but let alone being accorded any importance to her trauma, she is instead forced to keep working as usual as if nothing were wrong despite being physically injured and mentally shocked. The incidence of her rape and the subsequent trauma is heavily downplayed, as if her pain doesn't matter what with her being indigenous and a maid after all. Another unfairly treated indigenous female character that we briefly encounter is that of Morning Light, Dr. John Brown's grandmother who was kidnapped by and forced to marry John's White grandfather.

Apart from the characters themselves, hidden in the subtext of the novel lurks the shadow of the Mexican Revolution. Though it rarely comes to the foreground or makes any prominent effect in the lives of the novel, its constant presence is felt throughout and so is its brutality and bloodshed. Many of the events in the novel are inadvertently an extension of the Mexican Revolution – Pedro is unable to fetch the doctor for Rosaura's first delivery as he gets arrested by the Federal troops who had laid siege to *Piedras Negras*, Roberto's wet nurse gets killed by a stray bullet of the battle, the De La Garza family ranch is raided by the Revolutionary army in search of food, etc.

Conclusion:

Like Water for Chocolate is a hotpot of gendered and familial violence interspersed with romance and lust, and a mild seasoning of love. The intermingling trio of love, violence, and injustice gradually subsides as the novel proceeds to a kind of denouement. With the wedding of John's son, Alex with Tita's niece, Esperanza, the story of the novel ends on a note of hope and happiness.

More or less, the bonds are mended and resolutions are reached at but even then, *Like Water for Chocolate* concludes with one last burst of "all consuming" passionate violence leading to the union of Pedro and Tita.

References

- Esquivel, L. (1997). *Like Water for Chocolate: A Novel in Monthly Installments with Recipes, Romances and Home Remedies* (C. Christensen & T. Christensen, Trans.). Black Swan. (Original work published 1989)
- Rutherford, A., Zwi, A. B., Grove, N. J., & Butchart, A. (2007). Violence: a glossary. *Journal of Epidemiology & Community Health*, 61(8), 676–680. <https://doi.org/10.1136/jech.2005.043711>

End Notes:

1. The De La Garza family tradition of the youngest daughter having to remain unmarried and take care of her parent(s) until the end.



Exploring the Plight of Third Gender in Selected Autobiographies

Savita Boral*

Dr. Divyabha Vashisth**

* *Ph.D Scholar, The North Cap University,*

** *Head, Supervisor, Associate Professor, The North Cap University*

Abstract

In the words of Judith Butler, 'There is no original or primary gender a drag imitates, but gender is a kind of imitation for which there is no original'. Gender bigotry is the unjust treatment or prejudice stance towards a gender. In gender disparity, one gender is considered grander than the other, most of the time, men are considered superior to women but nevertheless, even men get discriminated. In the continuous game of pride and prejudice, there is one gender who is striving hard to get recognition and acceptance, at home, public, workplaces more extensively in society is "Third Gender". Along with other marginalized segments, the voices, issues, and concerns related to this subaltern group are discussed on many platforms, be it by social activists, politics, popular culture, and most importantly in literature. We know literature is the reflection of society and Indian literature is a corpus of gender discrimination that gender is an alternative or part or maybe edifice that one puts on as one puts on attires in the dawn. The present paper is an attempt to understand the sufferings of the Hijra, the insensitive behavior of society towards them, and to throw light on how these eunuchs have a coping mechanism that helps them bear everyday hardships. To serve this purpose two texts have been selected Manobi Bandyopadhyay's 'A Gift of Goddess Lakshmi' and A. Revathi's 'The Truth About Me A Hijra Life Story and' and Laxmi Narayan Tripathi's 'Me Laxmi, Me Hijra'. The intention behind selecting these texts is firstly they are not fictitious, next it uncovers the plight of Manobi and A. Revathi and gives a message to us that they can equally outshine in workplaces like binaries.

Keywords : Third gender, marginalization, hegemony, humiliation, experience

Introduction :

Gender egalitarianism has been unending perturb over hundreds of years. Morality and humanity are struggling for their rights in the restrained, conventional society. In the contemporary scenario when most of the western countries have consummate complete gender equality, Indian entities, despite everything keep on looking descendent on the transgender community, even though transgenders play an indispensable part over the epoch. In Ramayan, while speaking with the storytelling crow Kakaasandi Ram himself spoke,"

Purushnapunsakanarivajivacharacharkoi, sarvabhaavbhajakapattajimohi parmipriya soi” the literal translations says man, transgender, woman, even animals and plants who approach me after abandoning malice all are beloved to me. (Devdutt Pattanaik... I am divine so are you pg. 123) Even in Mahabharat, we find transgender status was quite uplifted and the best reference can be captured from two chapters of Shikhandi and Brihannala. (Devdutt Pattanaik's *Shikhandi and other Queer tales they don't tell you* ch 1) Not only in ancient times but even in the Mughal period we discover the third gender badge to the positions as advisors, directors, generals as well as guardians of harems. As they were clever, most trusted, loyal, they hadat liberty access to all the areas of the kingdom and played a crucial role in empire-building. But during the 19th century, The British colonial administration animatedly tried to denounce the transgender community and to negate their social liberties, not only this they also outlawed the intact transgender community. It was in December 2013; the apex court not only documented the transgender community as the third gender but also directed the states to make reservations for them in the employment and education sectors. This paper aims to understand the plight and struggles of two transgender Manobi Gangopadhyay and A.Revathi and their experiences in family, society, and workplaces and try to find socio-cultural conductheaded for the third gender in Indian society.

The ordeal of India's first transgender Principal :

In the words of Judith Butler “Assuming for the moment the stability of binary sex, it does not follow that the construction of ‘men will acquire exclusively to the bodies of men or that ‘women’ will interpret only female bodies.” (Gender trouble pg.10) The paramount expounded in the normativity of the eunuch's individuality which absurdly together undermines gender binaries besides burdens enclosure and acknowledgment within the heteronormative ethnicities of household and conjugal. Manobi in her biography written by Jhimil Mukherjee Pandey ‘A Gift of Goddess Laxmi’ states the very same thing. She says “I did not remember exactly when I started realizing I was different. It is not clear to me whether it was I who found out first or whether it was the people around me.” (pg 1-2). For Manobi the metamorphosis happened when she started loving her sister's printed frocks, whom she wore and admired herself in front of the mirror. Manobi was born on 23 September 1964 at Hoogly's Chandernagor in her parental grandparent's house. Finally, after two daughters her father was a proud man as now will be called a boy's father and treated him as a trophy. They named him Somnath Bondopadhyay as it was a gift of lord shiva to them, but the happiness soon turned to be shameful for the family as the neighbor and society got to know his feminine traits by Somnath's Wayward behavior. Sigmund Freud said, “ Children are polymorphous in their relation to the world, they sensually enjoy everything with which they come in contact. As they grow up, they are taught that some things are forbidden or dirty. That is the process of becoming civilized. It may be a necessary process, but it involves loss. (Freud. *The Interpretation of dream*). Manobi's mother and sister too tried to counsel her for not putting lipstick, khol and skirts as it was bringing shame to the family, relatives too suggested her to spend more time with boys, but as Freud stated it can cause great loss, due to all this suppressions and objections in name of societal norms Manobi could not express herself and was repeatedly harassed in school and multiple time sexually abused and raped by one of her older cousins. She says, “ This left a deep sear on my mind. I remember how

those boys would get me into trouble and have fun at the cost of harassing me.” (pg.11)

Freud also familiarized us with the notion of the *Oedipus Complex* in his work *Interpretation of dreams* (1899), which is also quite evident in Manobi's case wherein she mentions at night when her parents had intimate time, she pretends to sleep but be all ears to whatever they said. *She says ” I would identify with my mother. It was around this time that I first experienced sex.” (pg. 11)* She continuously faced ridicule at home, neighborhood, and school. People took every opportunity to call him a hijra and seek opportunities to take him to the dark. His science teacher took him to a psychiatrist as Somnath (Manobi) was in continuous dilemma of who is he and why his body was different from his soul, but it went in vain. Instead of understanding him the psychiatrist gave the child a few sleeping pills and advised him things would be better soon. Even Mahesh Dattani his play *On the Muggy Night in Mumbai* talks about the same thing, when Kamlesh says, *” I needed medication. I choose the psychiatrist out of the yellow pages. He pretended to understand. Until he began to tell me about aversion therapy. For a while. I believed him. Because the medication helped me cope with depression better. Until he said I would never be happy as a gay man. It is impossible to change the society, he said, but I may be possible for you to reorient yourself.”* Mahesh Dattani collected plays penguin books pg.69)

Even college life for Manobi was not an easy nut to crack but was another place where she had to fight for her identity and respect as words had got out that a hijra had entered the college. (Naihati's Rishi Bankim Chandra college. studied Bengali Hons). But working as a freelance article writer for the magazine Aajkal was somewhere soothing for her, as her fellowmates treated her with a modicum of respect. Also, the Bengali newspaper knew that she was transgender but they neither jeered at her nor did they made her feel any different from the other freelance writers. For doing her masters when she entered Jadhapur University, no one in JU taunted her for being different, for them, sexual alignment did not matter at all. Her work experience as a part-time lecturer at Sri Krishna college, Bagula was too good, when she thinks about her professor friends there- they were some of the best people she has ever come across. Also, the students and staff of Patulia Boy's School (where she first got a permanent job) remember her as Jackson sir. Manobi soon realized that dancing comes naturally to the transgender, and so after finishing college she joined Manjushri Chaki sarkar's dance troupe. This was the place where she first time found commonness. Many were in the troupe who were men physically but had feminine souls. But yes, few did not want the world to know their real identity, concealed themselves, and let the society know that they are mere male dances just like Bunny one of the characters in Mahesh Dattani's play *” On the Muggy Night in Mumbai ’ who did not wish to reveal to the world he is a gay and pretended to be a happy married man. (pg.70).* It is obvious because Heteronormativity still exists in society. This dance troupe gave Manobi and others like her a free space to express her identity, which she did not get back at home. They were often denoted by works like Kotis, a slang for transgendered people but that neither affected them nor their performances. Manobi started flourishing, as a dancer and together they dance as many bodies as possible but one soul. *She says, ” There was a sense of equality among us. When we danced, we danced as a single unit, bringing out a creative theme, we were just as integral as the others. It was this sense of acceptance that I savored, something that was rare outside the world of dance.” (pg.16)*

Manobi soon joined as a lecturer at Vivekananda Satavarsthi college, but rural India was different for her as the faculty soon understood that although the person who arrived was named Somnath Bandhopadhyay (the name before Manobi), but was not a male from any aspect. In the urban locale, Manobi had hoped to go about her matters unhidden, in rural whereabouts, she was a comprehensively novelty and she can see tremor and awe writ large on the pastoral society's façade and she felt as if trapped again. She talks about Surya and Chandresh two uncrowned kings on campus who were astounded by her occurrence and acquiescently declared a battle against her and threatened to devastate her career as no transgender had the right to take up a professor post. This is what we call *cultural hegemony*, a term coined by Antonio Gramsci, who developed this model from Karl Marx's theory through which he meant that the leading dogma of society replicates the principles and interests of the governing class. Manobi's journey as a lecturer in the institution was a diversified bag as she found it exceptionally problematic to handle the unfriendliness of the professors around, it was somewhat counterpoised by the adoration and willingness that she found in her novices. Chandresh and Surya convinced other faculty that eunuchs should not be permissible to impart knowledge in the college, segment the same staffroom, toilet, and other amenities. They would pull her hair, and clothes, tried to find what was beneath her clothes, it all became so bad that Manobi avoided going upstairs and even walk alone in the passages. She was even incriminated in a false FIR. But there is a silver lining in the deepest clouds, Manobi recalls a few brilliant IIT professors, whom she met in Hijli college, which comes under the IIT Kharagpur campus. She often visited there to give dance lessons to the students for their cultural program. Those professors not only treated her equally but also offered their homes to spend nights.

Manobi finds changes in society after the April 2014 Judgment of the supreme court, talking about recognition transgenders as the third gender and safeguarding their equal rights. Society's vision was apparently changing, softening towards transgenders after that. People, especially the youth, are keen and interested to know more about the third gender. Manobi underwent hormonal therapy and had sex-change operations, the process of which was not an easy cup of tea for her. In, March 2015, while commuting to her college, she received a call from the college staff conveying that the panel of new principles had been declared and she had been selected for the principal's post. Just imagine the cherish of hers, the place where she struggled a lot, accepted all the physical, mental abuse, suffered harassment, and was a victim of politics is now the principal of the same college. Media and popular culture calls it a 'rare' achievement. The first-ever transgender to become a college principal is a rare fact.

Expedition of A. Revathi in search of identity :

Autobiographies not only echo the inner being but also give a genuine depiction of society. The interpretation of real-life experiences has taken up literature to another level. A. Revathi's autobiographical work *'The truth about me a hijra life story'* was first written in Tamil and was translated and published first into English by V Geetha. The reason for so as said by Revathi in an interview by Gayatri Prabhu is "Everybody has their own memory, their versions of what happened. I might talk about the beatings from my family as unfair, but they might have different recollections and reasons for the same event. I decided to publish in English because nobody in my family reads English and I did not want to get into trouble.... I did not

write this book to cause anyone pain but to make society understand the plight of my community." We can relate this prospect of Revathi with Salman Rushdie's view on Memory. In his work *Midnight's Children*, he says, 'Memory's truth, because memory has, is own kind special kind. It selects, eliminates, minimizes, glorifies, and vilifies also; but in the end, it creates its own reality, its heterogeneous but usually coherent version of events; and no sane human being ever trusts someone else's version more than his own.' Revathi in her works preface itself asks a question "Are the marginalized allowed to accept rights?"

Marginalization is a post-colonial term, as postcolonial literature is the literature of suppressed segments of society, be it women, disabled or third gender. As mentioned in *Cambridge dictionary Marginalization means "to treat someone or something as if they are not important."* It is this notion of societal stratification. Inequality and discrimination are how a race or caste, or gender is marginalized. Revathi talks extensively about third gender marginalization in her autobiography. Revathi has faced a lot of ordeals as she was ingrained into a man and desired to breathe as a woman. Born as a boy named Doraisamy, was the youngest in the family could not reach up to the expectations as soon she started feeling uncomfortable with the male genitals and spent most of her time playing girls' games and other household works. Revathi was also called by number 9 and was continuously teased by neighbors and in school. She was even once punished in school for speaking like a girl and not playing boy's games and in a way continuously faced identity crises. *Erik H. Erikson* a german psychiatrist coined the term identity crisis which describes the uncertainty and anxiety of a person. But the concept of identity is not unblemished and constant and is one of the most provocative topics debated by post-colonial writers.

Judith Butler talks about the "heterosexual matrix"(gender trouble) which is created by the various social organizations and practices which link the human body to a definite immobile sexual characteristic grounded on the biotic body. Any identity which does not map with this matrix of heterosexual identity with the specific male or female body is well-thought-out anomalous. Revathi continuously questioned herself "A woman trapped in a man's body was how I thought of myself. But how could that be?" (pg.32) To get her identity and answer all the questions, she eloped from her village to Delhi. There she got her Guru, but her journey was not merely limited to kilometers but full of hurdles and struggles. She faced a lot of fierce realities as the problems and traumas faced by her were not limited to physical but mental, emotional, and psychological as well. As for Revathi, it was double marginalization first she was born to a Dalit family, next she found herself trapped inside a man's body. She was humiliated by her family members, tortured, and severely beaten up. In a way, we can say Revathi did not get any family support and this context is extensively discussed by *Ruth Vanita and Saleem Kidwai* in their book *same-sex and love. They say "Indian culture tends to be more of the type anthropologists call shame cultures than just culture. Reputation is familial rather than individual, and even harmless behavior that causes others to gossip and one's family are considered shameful.* (pg. 225)

In Delhi Revathi finally began to live her life as a Hijra went from shop to shop for begging and even got involved in sex works so that she can get her nirvana done. Later when she once visited her village she was brutally beaten by her family, her hair was cut, and was left to beg. She somehow managed to elope again to Delhi and from there she went to Mumbai

for her surgery which was again not an easy way, and she describes unbearable. She had joined a Bangalore-based NGO, Sangama which works for sexual minorities. Although she faced a lot of persecution there she never botched to work hard and soon got the position of director from a peon. *She says, " We want to live as women, and if we are granted the facilities that will be able enable us to do so, we will live as other women do. We are not born to beg or sex work."* (pg,84) We can say Revathi broke the typecasts attached with transgenders, that they can only beg, dance in other functions, and can't be independent. She not only stood for herself but many like her and still doing for the welfare of the third gender. Now, she is a well-known face, and what brought her this respect and admiration in society is her active activism and protests any injustice to subalterns. Revathi is now an activist as well as a prolific writer and a speaker who wholeheartedly attends seminars and conferences, especially on Queer and gender-related issues. Her common message is not to discriminate against people for their sexual choices and orientations. Revathi has broken several taboos prevailing in society, as an activist and more a writer she questions the notion of *'gender performativity which states heteronormativity as usual and normal'*. In the interview with Gayatri, Prabhu Revathi says, *"I hesitate to call myself an activist and I am not into activism anymore. It is more important to educate people, especially young people. And I writ. Writing is activism. I see no difference between the two."*

Question of identity in Laxmi Narayan Tripathi's Me Laxmi, Me Hijra'

We receive a true view of Hijra life from Laxmi's autobiography, including who Hijras are and how they shape their personality as Hijras. Her work serves to debunk falsehoods about the Hijra while also erasing preconceptions. Hijras are regular individuals like the rest of us. Throughout their lives, they are subjected to societal discrimination, humiliation, and violence. They mostly remained as third genders, spending their lives in limbo and questioning their identities. Laxmi has written an open book on the tormenting experience of a transgender man who has always felt at ease in the grasp of ladies because he was born as his father's eldest son. She is a woman who professes to be a right activist and a symbol of oomph.

Lakshmi's life hasn't always been easy. She comes from an orthodox household, and people have teased her since she was a child. She was even sexually molested by a member of her family, and it became a daily occurrence for her. She feels lonely because society, relatives, and acquaintances have already identified her as transsexual. Laxmi's first preceptor, Lataguru, had a nice relationship with her at first. However, according to the law of this civilization, one must cut all links with one's family, but Lakshmi refused to accept this concept and began to live with her family. If a person is uneasy about his or her identity, he or she may experience mental or emotional stress. Surrounded by chaos and tangle, Laxmi chose to learn to dance since it would transport her to a different world where she might find herself. As a result, she moved boldly and aggressively. Her goal is to be a polished breath for other transgender persons and to become their voice. She made herself up to recite this class and fight for their rights, their abilities, and the individuals that mounded her into the person she is now.

Conclusion :

Manobi Gangopadyay and A.Revathi, both from two different regions of India, have

surely set an example in front of the society that transgenders or The third gender are humans too and should be treated equally. Manobi faced a lot of hardships in her school, college, and workplace, was demotivated but irrespective of all adverse situations and suppressions, exploitations she stood for herself. She not only fought personal battles but legal battles, as well as every time, proved truth wins. For A. Revathi we can say it takes a lot of courage for a transgender to discuss her suffering in front of all, but her autobiography is considered to be the first on transgenders, which made people aware of their sufferings. She questioned the notion of gender performativity and always stood for transgender rights. Also, through both the works it is quite vivid education plays a very important role in shaping society and especially the youth should be given the right direction. After living a heart-breaking existence for a long time, Laxmi has evolved into an integral figure in the community, working tirelessly to secure their rights on worldwide platforms. Manobi, Revathi and Laxmi have proved that irrespective of all odds transgenders or the third gender can equally outshine in workplaces and now it is the society that needs to broaden their perspectives and change the outlook towards them.

References

1. Revathi. A 'The Truth About Myself: A Hijra Life Story, Trans V. Geetha, New Delhi: Penguin Books, India, 2010, Print
2. Bandyopadhyay Manobi, Pandey Mukherjee Jhimli 'A Gift of Goddess Lakshmi, New Delhi; Penguin Books, India 2017, print
3. Barry, Peter, Beginning Theory, New Delhi, 2013, Print
4. Foucault. M, 'The History of Sexuality, Vol 1 Vintage Books, print
5. Pattanaik, Devdutt, 'I am Divine so are you, Penguin Books, 2017, print
6. Butler Judith, Gender Trouble, Routledge Classics, 2016, print
7. Freud Sigmund, Introductory lectures on Psycho-Analysis Liveright pub corp, 1989, online, kindle edition
8. Freud Sigmund, The Interpretation of Dreams, Maple Press, 2013, Print
9. Dattani, Mahesh, Collected Plays, Penguin Books, New Delhi, 2000, print
10. Rushdie, Salman. Midnight Children, RHUK. 2013, print
11. Vanita Ruth, Kidwai Saleem Same sex Love in India, Penguin India, 2008, print
12. <https://eprints.manipal.edu/139765/1/WIC-Prabhu.pdf> Interview of A. Revathi by Gayatri Prabhu
13. Cambridge Advanced Learner's Dictionary, Cambridge University Press, 2014, Print
14. Tripathi, Laxmi 'Me Hijra, Me Laxmi, Online, 2015
15. Banerjee, Dbjani, trans. Bishnupada Chakravarty, The Penguin Companion to Mahabharata, New Delhi, 2007
16. Bakshi Kaustav, Dasgupta K, Rohit, 'Queer Studies: Texts, Contexts, Praxis, Orient BlackSwan, 2019

Personal Reality and its Postulates in V.S. Naipaul's *Miguel Street*

R. Deepadharshini¹, Dr. M. Premavathy²

1. *Ph.D Research Scholar, Department of English, Government Arts and Science College for Women (Affiliated to Bharathidasan University, Tiruchirappalli), Orathanadu – 614625, Thanjavur, Tamil Nadu, E-Mail id: deepadd335@gmail.com*
2. *Research Advisor, Associate Professor (English), CDOE-Bharathidasan University, Tiruchirappalli-620024, Tamil Nadu, India, E-Mail id: drpremapalani@gmail.com*

Abstract

Of all the clearly identifiable tonalities that characterize Naipaul's first novel, *Miguel Street*, none are so essential to the book's total effect as closely linked ones of wretchedness, frustration, and yearning to escape. There is no story in the collection in which these tonalities are not of central importance. The shattered dreams and destroyed lives make the narrator realize that life in *Miguel Street* is governed by defeat, ignorance, cruelty and aborted dreams. For those few who attempt to get away from the squalid life, their efforts remain in the realm of imagination, never to become a reality. The essence of this novel is the nostalgic tribute of Naipaul to the Trinidad he left in 1950. Having no other choice, the characters are sealed with mimicry of their co-inhabitants as a consequence of their slavery. Dependency to the native culture entraps them from the Saviour of Modernization. Time tests their patience whether they opt to idleness or business until each one comes to find that escape is the best chosen way when one's own surrounding and their customary knowledge seem incapable of producing a transcendental shift in one's growth. 'The Street' as a basic right of a common man is the birthplace of everybody's civilization. From the cradle to the cremation, the inquisitive mind of the masses hopes to find shelter in one's own pursuit free of blame. Colonization has thus offered optimum opportunity to awaken the sluggish people in bondage, to value their self dignity.

Keywords : Colonization, Dominance, Estrangement, Identity, Immorality, Male Chauvinism.

Reflecting on the childhood memories where Naipaul lived in Luis Street of Port of Spain in Trinidad, the novelist pens a documentary of the values learned from the peculiar characters sharing a common residence in the typical model of Miguel Street. Through the voice of the Boy Narrator, he paints the dogmatic possibility of acceptance and mutual joy in another man's endeavours. To follow one's imagination, irrespective of the fate of fortune

makes his characters worthy of building an authentic selfhood. Casual attitude to illegitimacy and brutality towards women and children are the residual elements of their slave past.

Laura, the prostitute who is the mother of eight children by seven fathers breaks down into tears, when she learns that her daughter got pregnant illegally. The shame and guilt of bearing a child who would have to suffer the same brokenness of family as she was by her vivacious bold mother, made Laura's daughter commit suicide. Laura's defenses disintegrate at this tragedy and she starts on to cry:

....She seemed to be crying the entire cry she had saved up since she was born; the entire cry she had tried to cover up with her laughter.... It made me feel that the world was a stupid, sad place (MS 90).

Children remind their parents of their great mistakes in parenting. Thus the blame of one's wayward life is chastened through their offspring. Seed of pleasure paid its price in grief and pain.

Newness is enchanting and adds meaning to a disordered lifestyle. In search for an exhilarating experience in the love life, Mrs. Herrera in 'Love, Love, Love, Alone' leaves her husband for a man called Toni. When the old seems odd and unsatisfying, the desire to break one's age old traditions and rules becomes the norm. But she returns to her husband when the drunkard abuses her, and so she settles for comforts without love. She asserts her individuality proving that modernization should never compromise a woman's security.

Male domination is patriarchal in the colonized who imitate their traditional habits of ancestors. Wife beating is as much the prerogative of the husband in India as in Trinidad. In fact, it seems to be a factor common in underprivileged sections of society all over the world. For instance, in "George and the Pink House," George doesn't seem to need any company because he gets all the recreation he wants from beating his wife, daughter and son. When Hat's brother Edwards begins to have trouble with his wife, Eddoes, a low caste Hindu says, "I wish any woman I married try behaving like that. Man, I give she one good beating and I make she straight, straight like bamboo" (MS 151)

In "The thing without a Name," Popo's wife elopes with the gardener of the big house where she works as a cook. Popo vents his frustrations through drinking when his wife deserts him. Bogart left a childless marriage because it made him "feel sad and small". But fate favoured him to marry another woman whom he made pregnant. Fearing the judgments of his people, he gave up marriage precociously.

Children learn from their parents, and behavioral traits seem perpetuating without any reason. How the children mimic their elders is made transparent through their attitude towards life. Big Foot who is a man of many jobs, is a well-known prankster and comedian. Like medicine. Three time a day after meals. And hear Big Foot talk afterwards. Dominance over a weaker soul shall not satiate one's pride of living in a society. Thus imitating neighbourhood is self-degrading by earning hatred from kith and kin for love of social status. Broken families and poverty corrupts the future of one's children and nation as a whole. The road to liberty remains wide open, but its up to the individual to choose it without social stigma.

Hat, the avuncular figure of the street did practically the same things all days. He always enjoyed what he did. Hat's reply is supremely illustrative of what has been said about the West Indian attitude to marriage and illegitimacy: When Edward tells Hat that he has to get

married because his girl is “making baby,” Hat is scornful: “Is a damn funny thing to say. If everybody married because woman making baby for them it go be a hell of a thing.”(MS 147)

In the end even Hat, the wise, moderate, and adventurous Hat succumbs to the miasma of Miguel Street, when he is transferred to jail for attacking a woman who stole his jewels for the shameless bed of pleasure. Through demotion and disappointment he comes to the knowledge of corruption which was deep embedded in his society in the affairs of love and marriage. Transitory relationships for a cheap price could hang one’s sequestration.

There is an unfulfilled craving of the characters to identify with alien models of success and achievement. For case, B. Wordsworth a minstrel who claimed to give figure to his imagination but noway finished a single line in runes is dead. In the quest of ambition, he broadcasts the sorrowful plight of the masses reflecting a life spent on fantasy. Surely, death became his escape from the monotony of life. Popo, the carpenter spends his fertile days upon making objects but becomes futile due to lack of perseverance. Thus his works go without a name. To fight back the sloth which the fast fluttering days offer, they seek doing labour that shall not bear their legacy.

Worthless archetype who fail to inspire men, are made known for their inadequacy and sent to asylum as a madman for want of power and authority. Man-man preaches against political independence, claiming he is following the ways of Jesus. “Crucify me! Let me die for my people.” And when they start to sharpen him in verity he got vexed and start to obscenity: ‘Get me down! Get me down!’ he would say.

Eddoes, the scavenging wain motorist is romantic towards his unexciting profession and is crazy about cleanliness. He is so stylish in everything he does that along with other boys, the narrator wanted to be like Eddoes when he grew up. But everything changes and in the last the narrator could find none illustrious enough to open his vision of thought, and is convinced that the metropolitan life of London would be the city of his hopes. The narrator sees the street as a world, where “everybody was quite different from everybody else.” Man-man is mad; George, stupid; Big Foot, a bully; Hat, an adventurer; Popo, a philosopher and Morgan, a comedian. The harmony of eccentric features shows the tolerance that multi racial people develop. Life has made the passionate lose their vigour over time, and the majority of them couldn’t escape from the vanity of their neighborhood.

For them, everything of worth—education, achievements, recognition and justice—is possible only in England. Edward enters a poster competition and doesn’t even win a consolation prize. He is really angry with Trinidad. For such characters as these, the path for modernization seems full of hurdles, because proper guidance in education and talent was depressed by the slavery of their population. The residents of *Miguel Street* carry the burden of aspirations that are quite out of tune with their environment.

Estrangement becomes one’s gain when social diplomacy seems unrewarding. The Boy Narrator as he grows up he begins to see things differently. He sees the bravado for what it is—a mask to cover up failure and despair. He being of a much younger generation and having grown up in the street feels no such inhibitions. However, when he falls into the typical vices of the street, and takes to drinking and visiting brothels, his mother rescues him from a life of total debauchery by sending him away to England to further his studies. His alienation from his boyhood world leads ultimately to departure, shortly after he is eighteen.

Therefore the Restlessness that issues from the current conditions of life is the seed of man's state of exile in a departed world which he has chosen for himself. Refusing to be gulfed by the emptiness of their lives they fight back with eccentricity and laughter. During the original stages of artistic colonization, the settled feel to reply by showing a complete, rendition of the "self" to the "other," in a shot to win recognition. Placed in such a situation the talented and the blessed ones among the settled were faced with the dilemma of either escaping from the society or fighting against the social order.

Education is the guideline of one's soul. But being denied of such moral help in the slave past of youth, the elders were worse than their predecessors, and force their children to submit to family customs. Deprived of mental strength, the careless youth were given over to drinking and sexual immorality. Freedom from restraint calls every character of the *Miguel Street*, to learn the truth through the adversities of their daily lives. To make modernization as Refuge is kept for the noble souls, but for the erring it becomes a constant war unto the end, though life is so rewarding as it is.

The narrator's disillusionment with life in *Miguel Street*, though it comes late, nevertheless completes the process of his 'education' and his ability to see through the vacuity of superficial gaiety. After Hat disappears from the street in the story with the same title and is punished for his trickery and his false exhibition of manliness, the narrator is able to sustain the older view about the street. However, after Hat emerges from prison three years later, the narrator is eighteen, 'a big man'. During this period, the narrator has matured to a point where he is able to see through the presence of men of *Miguel Street*; he no longer wants to be like any of those men. Ironically enough, the narrator, as a result of frustration that he inherits, takes to heavy drinking and womanizing, largely because the destitute, marginal society fails to offer any real alternatives. By saying that no one can do anything here except drink, he sums up the inner emptiness and despair of people in general behind the veneer of calypsonian gaiety and moral irresponsibility. Naipaul's portrayal of the confusion of values as a product of colonial situation is quite different from literary parallels attributed to it.

Their desires, whether of power, literacy, success, home, emigration or riches are generated by their status of being rootless exiles and cultural orphans the atmosphere of caprice, trickery, opportunism, imposture, coupled with cultural dependence accounts not only for Trinidad's charm but also for its frequent sense of suffocating enclosure in the early novels. Here Naipaul seems to have fully grasped and creatively realized the deepest hurts of a backward, wayward society, Ralph Singh's quest for order or Mr. Stone's will to fight the oncoming emptiness, in each case the impulse is to imprisonment and non-fulfilment.

To see the invisible vision of one's life through the fading pages of culturally conditioned citizens has provided Naipaul ample strength to bloom as a literary giant, by developing fortitude in his career. Naipaul's literary pursuit could find no platform in Trinidad, but he treasured his writing spirit from the inspiration of his Indian father, and chose the path of enlightenment by making a healthy mix of Western Reason and Indian culture.

Workcited :

- Achebe, Chinua. 1975. *Morning Yet on Creation Day*. Gardencity, New York: Doubleday.
- Cudjoe, Selwyn. 1988. *V.S. Naipaul: A Materialist Reading*. Amherst: University of

Massachusetts Press.

- Joshi, Chandra B. *V.S. Naipaul: The Voice of Exile*. New Delhi: Sterling Publishers Pvt. Ltd., 1994.
- King, Bruce. Ed. *Literatures of the World in English*. London: Routledge, 1974.
- Lamming, George. 1960. *The Pleasures of Exile*. London: Michael Joseph.
- Naipaul, Seepersad. *The Adventures of Gurudeva and Other Stories*. London: Andre Deutsch, 1976. Naipaul, V.S. *Miguel Street*. London: Andre Deutsch, 1959. Penguin, 1987.
- Raj, Sudha. *V.S. Naipaul: A Study in Expatriate Sensibility*. New Delhi: Arnold Heinemann, 1982.

Unlocking the Secrets of the Bruised Psyche in Meena Kandasamy's *When I Hit You*

B.Binu Gold¹, Dr. G.Anish S Georshia²

1. Research Scholar, Reg.No: 20213164012012, Department of English & Centre for Research Scott Christian College (Autonomous), Nagercoil – 629003
2. Assistant Professor, Research Supervisor, Department of English & Centre for Research Scott Christian College (Autonomous), Nagercoil – 629003

Abstract

Domestic abuse has recently been a hot topic, and many women suffer in silence while accepting it as a normal thing in the country. Meena Kandasamy's second novel *When I Hit You or The Portrait of the Writer as a Young Wife* explores the bruised psyche of a young feminist writer in an abusive marriage and how she opts out of it and bounces back. She projects her view about psychological pangs and physical hurdles of women through her character in domestic situations. She makes a good effort to effectively represent the silence of a woman who finds courage and resilience in her life. She works towards the emancipation of such women. The female protagonist of this novel is an inspirational figure in this scenario.

Keywords :

Bruised Psyche, Emancipation, Domestic Violence, Abusive Marriage, Subordination.

When I Hit You or A Portrait of the Writer as a Young Wife, Meena Kandasamy's second novel, is a powerful examination of contemporary Indian married life in the twenty-first century. The novelist discussed how the feminist protagonist of the novel gets trapped and ends up in an abusive marriage. In an interview Meena Kandasamy stated that the novel is based on her own personal life and this novel is written from the first-person point of view. The novelist had a brief but turbulent violent marriage in 2011. The novelist left out her name and the name of her husband, a professor-turned politician and the narrator's name also remained unnamed. It is the story of a recently wedded Indian woman writer who experiences social isolation and utmost violence from her husband. The unnamed narrator fell in love with a university professor through Facebook. He offered to marry her and later she married the university professor and moved to Mangalore, Karnataka. Every newly wedded couple has one common dream that is they want their marriage to work. Home is seen as a personal stronghold or a happy dwell of unconditional love and support. Their expectations are nothing much. They need the assurance of warmth, comfort, stability, and safety from her husband's family.

Marriage is thought to forge a connection between two families. The Indian woman's

main responsibility is to serve her husband and his parents. Her life is not focused on achieving goals; instead, she is expected to maintain necessities like food, clothing, housing, etc. Simone De Beauvoir states that “A woman is shut up in a kitchen or a boudoir, and one is surprised her horizon is limited; her wings are cut, and then she is blamed for not knowing how to fly” (Beauvoir 731). The same foolishness is seen in this novel. Men snatch all position of jurisdiction and decision-making power from women and consider themselves superior and treat their life partner as inferior or the other. The narrator’s husband was a control freak trying to dictate small things that included what she had to wear, her hairstyle, lipstick, and so on. Her husband demands or orders her and expects them to be fulfilled. Marriage becomes a horrible nightmare for the protagonist. She says, “Marriage has ruined my romanticism, by teaching me that this thing of beauty can be made crude” (92). The protagonist was trapped by her husband in her house and she was not allowed to go outside. She was not allowed to interact with her neighbours. She lost touch with the outside scenarios of the world. In India, in all situations, a woman lives like a slave to a man. Periyar feminism states that “The men wanted their damsels as decorated dolls, child breeding farm, robots of residence and source of pleasures and procreation” (Veeramani 40). The narrator’s husband crossed all sorts of cruelty to exercise his dominance on the body and the soul of the protagonist. She informed her parents about her husband’s behaviour and violence. The narrator’s husband went above and beyond the pale of cruelty in using his influence over the protagonist’s body and soul. She told her parents about the aggressive behaviour of her spouse. The mother of the narrator encouraged her daughter to have a successful marriage since she was more worried about it. Her mother tries to calm her down. The narrator was either directly or indirectly pressured by her parents to remain silent, and she received advice from her mother to work hard and put some extra effort to make her husband happy and she was encouraged to win her husband’s heart. Every young bride must be taught to obey their elders. Bride’s duty is “obedient to her elders, loyal to her husband and his family, and never discuss her marital problems with outsiders” (Mishra 52). The narrator’s mother also convinced her daughter that arguments and misunderstandings happen in the initial days, but everything will be settled with time. Her parents advised her to be more obedient. She lived her life in a fear not knowing what was going to happen.

Men endeavour to dominate and control women, when women attempt to overthrow their subordination status, men use domestic violence as a tool to maintain control over their wives. Freedom of thought was abandoned; rules and restrictions were overruled by her husband, and she lost her peace of mind. Her husband plays the role of a dutiful son-in-law to her parents. He weeps over the phone and complains that his wife did not feed him properly and does not obey. He evokes sympathy and plays the role of a victim.

In this novel, abuse has exploded in various forms such as Physical abuse, Emotional abuse, Sexual abuse, Technological abuse, and Economic or Financial abuse. Physical abuse in relationships involves actions that hurt or injure a person using physical force. The newly married young woman catalogues the weapons of physical abuse that damaged her exemplary life. “The cord of my Mac-book which left thin, red welts on my arms. The back of the broomstick pounded me across the length of my back. The writing pad whose edges found my knuckles. His brown leather belt. Broken ceramic plates after a brief journey as flying saucers” (70). The narrator experiences emotional or mental abuse as the second form of

abuse. Emotional abuse is a way to control another person emotionally by criticizing, manipulating, or blaming. Emotional abuse may result in psychological trauma. It includes anxiety, chronic depression, or post-traumatic stress disorder. The narrator's husband emotionally threatens her and leaves a ladle on the gas stove, threatening to burn himself if she does not go with him. She is raped in a marriage where her 'no' held no meaning. Emotional wound was landed in trauma and subsequently ended in depression.

The third experience the narrator undergoes was sexual abuse. Her spouse used to abuse her severely and compels her to have sex whenever he wants to have, and he did not listen to his wife. He committed marital rape as a means of controlling his wife, and sometimes the humiliation comes from the rape rather than the beatings. Marital rape is more humiliating, offensive, and traumatic for a woman. She has been raped by her husband and in this novel her husband calls his own wife as whore, bitch, prostitute, slut, etc. The narrator experiences technological abuse as the fourth thing. Individuals use technology to simplify their lives, but some people use it as a weapon to threaten and dominate their personal life partners. The language spoken where they live is unknown to the protagonist. Her spouse advises her to change her mobile number. To prevent her from contacting anyone online, he requests her email password. After getting her email password, he responds to her emails personally, and deletes all of her prior emails. He curtails her freedom to communicate to anyone from the digital world. In this isolation, Facebook is her only hope. Facebook keeps her informed, helps her promote her writing, and keeps her connected to the literary community while she is isolated. Her husband did not like her using Facebook and she was ordered to cancel her Facebook account since he didn't appreciate the fact that she was using it and it is the most precarious situation for the protagonist. The protagonist declares that it is an act of career suicide for her. Her husband restricted all her freedom and said that the internet was her addiction of choice, he says the internet is her drug.

The fifth experience the narrator undergoes was economic abuse or financial abuse. Economic abuse is isolating the victim financially and creates a forced dependency on the victim and other family members. Freedom of writing was abandoned by her husband, and she was discouraged by her husband whenever she wants to do something related to work. According to Virginia Woolf, "Writing was a reputable and harmless occupation. The family peace was not broken by the scratching of a pen. No demand was made upon the family purse" (Woolf 2). The narrator wants to free herself from the four walls and asks permission from her husband to teach his students. Her husband gives permission and finally, she gives a guest lecture to his students and he is not satisfied with her lecture. She knows that nothing can be done to satisfy her husband, so she changes her passion and writes an essay for a magazine. After reading her essay, again he was dissatisfied with her writings and then she realizes that her husband hates everything in this universe as much as the idea of a writer.

Psychological aggression like putting down, humiliation, isolation, abusive behaviour, sexual aggression is ruined the married life of the protagonist and it leads to the fear of retaliation or anxiety and feelings of shame and embarrassment. The narrator lives on a pendulum of choice. Alive. Dead. Dead. Alive. She faces intentional physical assault, intimidation, being battered, sexual assault, and other threatening aspects from her husband. She also faces constant ridicule from her husband. John Stuart Mill states that "it is accepted voluntarily; women make no complaint and are consenting parties to it" (Mill 18). Many

women accept this as a normal thing and some of them react with physical aggression. Lot of incidents like abuse, harassments, dowry killings, suicides, and kitchen mishaps happen. Several incidents go unreported. The victims are unable to speak up and they are forced to control their voices in the society. "In India, a bride is burnt every ninety minutes. . . . Their murders are written away as suicides or mishaps, a test of fire where no wife returns alive. Fire has been established as the easiest way to kill an unnecessary wife" (187). Fire can be faked, however, made to look like a real accident. The fear of being burnt to death overrules the narrator. Fear paralyses her and takes her to strange places. She leaves the windows open before she switches on the gas stove. She lights matchsticks in the empty air before she opens the valve of the gas cylinder. She steps into her kitchen like someone steps into a land filled with Claymore mines. Marriage has made sure that this is the space where I spend most of my living day. She does not want her kitchen to become her funeral pyre.

Getting restless at night, her fears multiply like rats in monsoon season. Her day-to-day struggle and fear of life is not known to the families in spite she makes several attempts to tell her parents about the difficulties she is facing from her husband, her parents say that this would be happening in the initial stages of marriage and would change over some time. Four months into the marriage, his family members demand to produce a child, but she is in a determination of not to bear a kid with him because she does not want the child of a man who beats his wife. She does not want a child to be born and humiliated in front of the kid like what is currently happening in her life. When the narrator finally begins standing up for herself, he rapes her every night.

The narrator had come to know from her husband's cousin that her husband was married before he tied the knot with her. After hearing the news, she got the courage to share the shame that how she had been ill-treated by her husband. She boldly fights with her husband and left the house. She says, "In the eyes of the world, a woman who runs away from death is more dignified than a woman who runs away from her man. She does not face society's stone-throwing when she comes away free" (209). The protagonist knows about the typical Indian society. Many women are abandoned by their husbands and in-laws and are sent back to their parents' homes. The narrator was mentally, and physically-broken and hurt. She was not bothered about her financial dependence, homelessness, and cultural binds.

The greatest way to explain resilience is as a capacity for recovery. It is the ability to bounce back rapidly from setbacks. Physical, mental, emotional, and social resilience are the four different subtypes of resiliency. Physical resilience is the ability of our body to withstand physical stress, sustain endurance, and heal quickly and effectively from injury. In the initial days of their marriage, the narrator's husband abuses her mercilessly. He hits her with a belt, writing pad, broomstick, Laptop cord, and washing machine hose in addition to beating and dragging her. The protagonist does not spoil or endanger her health by thinking the bad things and the negative events that happened in her life. Mental resilience is the ability to meet challenging circumstances. Being mentally resilient is being able to handle difficult situations. The protagonist overcomes the brutal situation imposed on her by writing letters to imaginary lovers. Writing letters to imaginary lovers helps the protagonist get out of the difficult position that has been thrust upon her. She views writing as both a form of mutiny and a path of salvation. She says, "The eagerness to rub salt on his wounded pride, to reclaim my space, my right to write" (247). The protagonist built her mental resilience by flexibility of thought,

consideration of alternatives, and innovative problem- solving. Emotional resilience is the third thing. Emotional intelligence, emotional awareness, and acceptance are all related to emotional resilience. Emotional resilience allows people to locate the silver lining in situations that appear hopeless. The protagonist makes a definite resolve to fight back with her husband to develop her own identity because she wants to be set free from imprisonment. The protagonist of the novel battles back and establish her own identity in the society. Fourth one is social resilience. Social connections and mutual assistance are the roots of social resilience. It stems from connecting with others socially and support each other through difficult times. The main character rebels against her spouse and encourages women to take a stand for living a liberated life. The main character says, “I am the woman with wings, the woman who can fly and fuck at will” (219). The main character leaves her home, makes friends, and creates her own identity in society in order to escape her husband’s control. She free herself from her husband’s clutches, connecting with others through her writings and establish her own identity in the society as a writer.

The protagonist left the house boldly saying that “This is a man breaking his wife. This is a man burning down his own house” (176). She calls her mother and informs her that she is on her way to her parent’s house. She came home bruised but alive. Despite all the problems she faced, society still looks at her as a battered wife who ran away from her husband. She considered herself lucky to have walked away from her bad marriage in four months. Thus, the bruised psyche blossoms into a worthy soul free from a victim sphere and it experiences peace and harmony.

Works Cited :

- Ahmad, Omair. “Interview: Meena Kandasamy on Writing About Marital Violence.” *The Wire*, 30 May 2017, <https://m.thewire.in/article/books/meena-kandasamy-marital-violence>. Accessed 29 Sep. 2021.
- Beauvoir, Simone de. *The Second Sex*. Penguin Books. 1949.
- *Feminist and Gender Theories*. Sage Publishers. <https://www.sagepub.com/sites/default/files/upm-binaries/38628-7-pdf>. Accessed 27 Sep. 2021.
- Gordon, Sherri. “What Is Emotional Abuse.” *Very Well Mind*, 17 Sep. 2020, <https://www.verywellmind.com>. Accessed 28 Sep. 2021.
- Kandasamy, Meena. *When I Hit You*. Juggernaut Books. 2017.
- Misha, Pramod. *Women in South Asia: Dowry Death and Human Rights Violations*. Authors Press, 2005.
- Florence Shah, Priya. “How to Find Domestic Violence Helplines and Counselling in India.” www.agree-com.cdn.ampproject.org. Accessed 28 Sep. 2021.
- Stuart Mill, John. *The Subjection of Women*. VAK, 2015.
- Woolf, Virginia. “Professions for Women.” *The Death of the Moth and Other Essays*. 22 Sep. 2014. <https://www.wheelersburg.net>.

A Step towards Eradication of Gender Disparities: an Exposition through Amish Tripathi's *Sita : Warrior of Mithila*

R. Blessy¹, Dr. Sidney Shirley²

1. *Ph.D. Research Scholar, Reg. No.: 20113164012029, Department of English & Centre for Research, Scott Christian College (Autonomous), Nagercoil -629003*
2. *Associate Professor, Department of English & Centre for Research Scott Christian College (Autonomous) Nagercoil -629003*

Abstract

Amish Tripathi's *Sita: Warrior of Mithila* is an epoch making novel, which is the second book of *Ram Chandra Series*. The novel revolves around Sita, the prime minister of Mithila and her astuteness towards negotiating the country's affairs. Tripathi brings to light hidden characteristics of women through character Sita. The characterisation of Sita discloses a fact that women can accomplish anything if they are given opportunities yet society has assorted the characteristics of women as feminine, femininity and female. Feminine and femininity are traits which are socially constructed whereas female is purely biological. Human behaviours cannot be predicted akin there is no certain trait that can be called as feminine or femininity. This paper aims to prove that cultural change is annihilating the criteria set up for being feminine. The cultural change can be seen in social institutions and literature is machinery that showcases changes in social institutions.

Keywords : Literature, social institutions, cultural change, gender equality.

Literature is a mirror of life. It reflects incidents of society. Literary analysis helps to understand developments and happenings of each era. Literature has begun when people started to express their views by speaking. Folklore and myths are the earliest forms of literature and they help to understand a lot about primordials and their livelihood. After myths, writers begun to write with variations in myths, which also help to extrapolate the life styles of human beings. Nowadays, retelling of myths from the discernment of subordinate characters and giving voice to voiceless characters become popular. Retold myths are the combo of myth and current societal affairs. So these retold myths help people to associate their life with myths. Modern writers like Kavitha Kane, Amish Tripathi, Chitra Banerjee Divakaruni, Devdutt Pattanaik etc. have set new trends to the classical myths. Their Writings have helped people to extrapolate the classical myths from lenses of feminism, politics, classism, sociology etc. The classical myths are stuffed with ethical and virtuous doctrines, which help people to

live ethical life.

Amish Tripathi's novels are also retold classical myths, which have influences of current incidents of society. So analysis made in his novel help critics to dig out the reasons behind change of attitudes of mythical characters in books. His *Ram Chandra Series* is a series of three books about the classical myth *Ramayana*. *Sita: Warrior of Mithila* is the second book of the series which tells life story of Sita, an abandoned child later becomes the prime minister of Mithila. In this novel, Tripathi has broken down all stereotypical representations of women and patriarchal taboos of society. The coy princess of *Ramayana*, Sita is turned into a ferocious warrior of Mithila in Tripathi's novel. He portrays Sita as equivalent to Ram in all aspects. She manages to control affairs of the country all alone and settles all disputes in her country. She is also considered as Lady Vishnu who safeguards the people from clutches of Raavan. She is very much dutiful, cunning, ferocious, kind and intelligent. Tripathi's Sita is not a subordinate to Ram but a co partner to him in all aspects. Tripathi himself said, in an interview, that, Sita was not just an obedient and humble wife; She was a Warrior (Tripathi, 2017). Only during recent times, many female centred fictions began to flourish in literature. Nowadays, females fighting like warrior become a common thing in literature and cinemas. The taboos of feminine traits are broken down in most of recent writings. This recent inclination is due to people who have fought for empowerment of women through ages. Women are proving that if they have self- determination, they are capable of doing everything.

One of the main reasons for empowerment of women is cultural change. Adaptation of new culture and upgrading old culture leads to constant change in beliefs and behaviours of people. Only after post independence era, people begin to think of changes in society. R. K. Narayan, Mulk Raj Anand and Raja Rao are the eminent writers of post independence era and if their fictions are analysed, women of India try to be independent like western women. So due to western influence, cultural change begins to happen in India. Migration of culture commences during that time. There are vast differences between pre independence era and post independence era in terms of empowerment of women. Women's movement for empowerment started during pre independence yet its fruits can be seen only after independence. Cultural change becomes effective when there is change in attributes of people. Cultural factors bring connection between people's beliefs and social institutions. Social institutions are factors that are created to fulfil social needs of people. Change in culture brings change in social orders and social institutions. These social institutions are capable of invoking cultural values among people. Social institutions include marriage, government, education etc. Cultural change has given space for women to involve in these social institutions with their own knowledge and experience. If needed, females are ready to shatter traits which are branded as feminine. Cultural change has given realm to develop life according to their will power. By determination and hard work, they can acquire traits, which are considered as purely masculine.

Marriage is a social institution where families are created. Without marriage, there is no family and society. Cultural change has brought lots of changes in the institution of marriage. Few decades ago, marriage serves as a binding agent for bringing both men and women together for begetting heir or life line. Men become predominant because of their physical strength. In case of Sita and Draupadi, in classical myths, for swayamvar only their fathers have decided to invite kings as their wish. Swayamvar is based on meritorious deeds and the

princesses do not get opportunities to select their co partners. Nowadays, lots of things have changed in the institution of marriage. Patriarchal supremacy is subdued and husband and wife become partners consequently share equal rights. Humanity becomes major concern so whole family develops within circle of love and affection. Mostly, they are autonomous to handpick their partners and they have equal power in aspect of decisions making. Family is an institution where a child learns everything. So if it breaks patriarchal supremacy and paves way for equality, society will automatically loses gender discrimination.

Literature plays a crucial role in erasing patriarchy in society. Litterateurs from various eras have written about patriarchy and its serious illness to society. These writings are evident for prevalence of patriarchy and its decline. In the *Ramayana*, character of Sita is depicted just as a weapon to kill Ravana and Sita never uses her potential to kill him. Her presence is portrayed as a timid and oblivious princess, who accompanies Ram wherever he goes. Ram aspires to guard mankind from evilness but on the other hand, fate itself does everything to fulfil Sita's life's purpose. It is changed after many decades and nowadays, in most of retold novels of myth, Sita becomes a dominant icon and a great warrior and is independent.

In Amish Tripathi's Novel, *Sita: Warrior of Mithila*, Sita is considered as lady Vishnu, who came to guard lives of people. To fulfil her mission she seeks a helpmate in marriage. When she seeks husband for her life, she wants to find a helpmate who is coequal in her life's motto and passion. She arbitrates him based on reason and logic. Not only Sita, even Ram has similar idea about his partner. Ram counsels Sita as, You should only get married if you find someone you admire, who will help you understand and fulfil your life's purpose. And you, in turn, can help her fulfil her life's purpose (Tripathi, 2017, p. 207). When a woman determines a worthy partner, all her bittersweet memories turn into just a fragment of memory. Death of Sita's mother is the most wrecking moment in her life but after finding Ram as her husband, this wrecking moment no longer wrecks her. They sacrifice their happiness for welfare of other. When Mithila is assaulted by Raavan, Ram uses Asuraastra, even after knowing the truth that one who uses this weapon will be given comeuppance of banishment in woods for fourteen years. Sita also sacrificed her life to live with him in woods and ensures safety of Ram. Thus they have assisted each other. Life would become easier, if one finds partner with same mission and passion. Thus one can find lots of differences in portrayal of Sita in *Ramayana* and Sita in *Sita: Warrior of Mithila*. Adapting and upgrading new culture helps to break down taboos in society and paves way for healthy relationships. This metamorphosis in writing a fiction occurs through cultural change. There are vast differences in cultural and political factors during each era.

Another institution which shows that there is cultural change in aspect of empowerment of women is involvement of women in governmental organisation. Few decades ago, women are not even allowed to talk about political affairs. Involvement of women in politics is constantly increasing each year. Nowadays, women are allowed to be placed in the highest positions in country's affair. They have also proved that women can lead a country as men. Femininity and masculinity have nothing to do with talents and knowledge. Many women political leaders like Pratibha Patil, Mamata Banerjee, J.Jayalaitha, Kamala Harris etc. have proved that women too have political knowledge to serve their country. If it is seen in the Military side, women are given fewer roles to serve country but nowadays, debates are going on to include women in all aspects of military arena if they are capable of all qualities. An

article named “India’s Soldiers ‘Not Ready for Women in Combat’” in *BBC News* says that, Last month, India’s supreme court appeared to nudge the government to consider lifting the military’s official ban on women in combat roles - and to give them commanding roles (Biswas, 2020). So there is need to re examine the laws of military in India. There are many other countries like Israel and America have included women in military fields. The ban on women in combat roles is due to motherhood, physical weakness and for safety measures yet the ban can be lifted by clearing the issues. Empowerment of women has not been achieved completely but it is progressing in all aspects.

In Indian Mythology, Sita is portrayed as a coy princess who needs protection from soldiers. But Tripathi’s portrayal of Sita is completely a different figure which is the product of cultural change. Not only Sita, Sunaina, the mother of Sita and Samichi, the police and protocol of Mithila are also capable of developing their country. King Janak is presented as a philosophical book worm, who does not show interest in politics. So Mithila’s politics is mainly taken care by Sunaina and later by Sita. The king strongly believes his wife and is totally depend on her. When Sita becomes the prime minister of the country she expresses her skills needed to become a political leader. She is keen on problems and has capacity to tackle all problems. When there is attack by Ravan in Mithila, she acts immediately to safeguard the Mithilian soldiers and seeks revenge attack on Srilankan soldiers. The same thing happens when her uncle Kushadhwaj planned a secret attack. Sita is capable of managing the country and has made several plans to develop economy of Mithila. Military power is important for a country yet economic power of country only leads to its development. She manages to develop the lifestyle of slum dwellers. She builds quarters for them and opens door for slum dwellers to develop their life by agriculture. She treats everyone equally. Sita tells, We must help the poor. And we can generate so many jobs with this project, making many more people productive locally. That is a good thing (Tripathi, 2017, p. 110).

Third institution influenced by cultural change is educational sector. Equal treatment of women in educational sector is necessary to create balance in society. Education helps people to develop ethical behaviours and helps to erase gender disparities in society. As education elevates economy of women, it provides self confidence to survive in society. Education changes psyche of both men and women and thereby induces equality. During ancient times, only men are allowed to pursue education in gurukuls because warfare is also taught in gurukuls. Women are not allowed to pursue these traits but home educations in field of arts like singing, dancing, painting is taught. Thus gender disparities begun from ancient age. But this disparity is slowly vanishing and opens a way for gender equalities in educational sector. Literature plays an important role in reshaping the society. In the *Ramayana*, Sita does not go to any gurukuls to pursue education but Ram and his brothers have studied in various gurukuls. This incident shows that gender disparities existed during ancient times but now it is slowly vanishing due to efforts of many missionaries, who have opened schools and colleges for women alone. Through education, people begin to learn new cultures and social heritages.

The fade out of gender disparities is evident in literature. In Tripathi’s novel *Sita: Warrior of Mithila*, Sita goes to gurukul to pursue her education like Ram and his brothers. She not only pursues core subjects of Philosophy, Mathematics, Science, Sanskrit, Geography, History, Economics, Royal administration but also Warfare and Martial Arts. Her mother Sunaina is

very much adamant in sending her child to gurukul because she knows that women should get education to live an independent life. She knows the importance of education so she tells to Sita, . . . You have to study. You must get educated so that you can help run this kingdom someday' (Tripathi, 2017, p. 43). Only education provides self confidence to live independent life. Sita excels in whatever she learns because she loves what she is doing. She is pragmatic and intelligent enough to acquire knowledge about weapons. The knowledge she acquires in gurukul helps her to build a complex bee quarters, develop life of slum dwellers and gives confidence to be lady Vishnu. Kavitha Kane, one of the eminent writers of retold myths also discusses the gender disparities in educational sector and importance of education. In her novel *Ahalya's Awakening*, she talks about gender bias through her character Gautam. He says to Ahalya, "In today's fragmented and noxious culture of not just war and violence but worse – ignorance and discrimination – we have forgotten our legacy of knowledge" (Kane, 2019, p. 91). She stresses the fact that education is birthright so everyone should learn without prejudices.

Even though many steps are taken to eradicate gender disparities, our country have not achieved it completely. In India people are still following violence against women in some context. Education is one of the key tools to eradicate gender disparities in India. Globalisation and development of new technologies has brought lots cultural changes in urban areas. They help people to adapt new cultures and upgrade their culture. Here, literature plays an important role because it induces new ideas to people and explicit evil practices in society. It also contributes to cultural change and promotes humanity. The classification of characterisation of human beings based on gender leads to chaos because no one can judge the characters of people and both males and females have their strengths and weakness. So no category is better than other. Osho in his book *Power, Politics, and Change* articulates as, The woman is neither inferior to man, nor is she superior. They are two different categories of humanity; they cannot be compared (2011, p.55). After many years of revolt against male chauvinism in society, reforms developing slowly. If gender disparities are removed, both men and women will live a peaceful life.

Works Cited :

- Biswas, S. (2020). India's soldiers 'not ready for women in combat. *BBC News*,
- Kane, K. (2019). *Ahalya's Awakening*. Westland Publication Private Ltd.
- Osho. (2011). *Power, Politics and Change*. Replika Press.
- Tripathi, A. (2017). Sita was not just an 'adarsh bhartiya nari', she was a warrior. *Hindustan Times*, (2017), *Sita: Warrior of Mithila*. Westland Publication Private Ltd.,

Cultural Deformity and Identity Crisis as Themes: A Postcolonial Analysis of Witi Ihimaera's *The Whale Rider*

Kavya Anil kumar¹, Dr. D. Radharamanan Pillai²

1. Research Scholar, Reg. no. 19113094012017, Department of English, Centre for PG Studies and Research in English, Muslim Arts College, Thiruvithancode
2. Research Supervisor, Department of English, Centre for PG Studies and Research in English, Muslim Arts College, Thiruvithancode

Abstract

Postcolonial literature expresses the role of colonialism in reshaping and restructuring the already existed social structures. Suppression and marginalisation are the main aspects of colonial experience. New Zealand is one of the nations which became a prey to the colonial powers. The Maori literature emerged in New Zealand only in the 1970s. It was indeed a great happening in the history of New Zealand literature. The Maori writers, through their works, showcased self- representation of their lives. This article studies the impact of post colonialism on the characters in the selected novel, *The Whale Rider* by Witi Ihimaera.

All the remarkable features of the Maori community are discussed vividly in this novel. The novel chiefly discusses the need of women empowerment and the inevitability of the communion of man and nature.

Keywords : Marginalisation, Maori, Self- representation, Postcolonialism.

Postcolonial literature gives voice to the voiceless as it is the literature from formerly colonised nations. It deals with the themes of racism, colonialism, suppression, identity crisis etc. There is a profusion of writings that vividly portrays the Maori ways of living as well as the issues faced by the Maori community as a result of European invasion. However, the limited number of research done in this area leaves a gap. So this paper is an attempt to fill the gap by analysing one of the key works of Maori literature, *The Whale Rider* by Witi Ihimaera. Maori are the indigenous people who were migrated from Polynesia to New Zealand in the fourteenth century. For several centuries, the Maori remained in New Zealand without having any contact with the outer world. Thus they created a unique culture. With the emergence of colonialism which happened in the eighteenth century, the Europeans explored the land and came into contact with the Maori. This totally changed the Maori way of living. They developed their own myths which enabled them to describe and record their own past, the stories regarding

their Gods, their ancestors and legendary heroes. The Maori people met in the Maori meeting houses called Marae to discuss and retell those myths and legends. After colonisation, the mixing up of traditional Maori literature and European literature gave form to postcolonial Maori literature.

The Maori authors wrote mostly on the themes of love for mother land, identity crisis, postcolonial effects and the relation between man and nature. Oral tradition was one of the powerful weapons used by Maori people within their community. Only during the nineteenth century, written literature emerged. Maori literature showcases the Maori cultural heritage and their own identity. The Maori language is packed with the richness of culture and tradition. The novels in Maori literature narrate on the role of man in the Maori society as well as the identity of woman in married position. The remarkable writers of fiction in Maori literature are Witi Ihimaera, Patricia Grace, Keri Hulme and Alan Duff. Witi Ihimaera's *Tangi* (1973) is the first published novel in Maori literature. This article focuses on *The Whale Rider* by Witi Ihimaera. The novel is significant in the present contest as it supports female empowerment as well as the revival of the relationship between man and nature. The most remarkable feature of the Maori community, that is, the worship of nature and natural beings is celebrated in this novel. The novel gives voice to the aftermath of colonisation and the postcolonial status of New Zealand. The destructive effects created by the colonial powers totally shattered the original face of Maori community and it destroyed the tradition and cultural identity of the people. These are clearly discussed in this novel.

The Postcolonial New Zealand is a mixture of prehistoric- ethnic connections and cultural combinations which were formed during the pre- colonial, colonial and post- colonial times. Maori or mauri means life force. Maori had named the land, Aotearoa, which means the land of the long white cloud. The significant contemporary Maori writers are Witi Ihimaera, Patricia Grace, Alan Duff and Keri Hulme. The major themes among Maori writers are political struggle, spiritual survival, the importance of recovering and sustaining Maori traditions, the conflict between nature and the urban environment, and the plight of family, tribe, and people in the modern society. Do postcolonial writers leave their characters to struggle with different kinds of discriminations? How far the writer is successful in portraying the inner trauma as a result of Imperialism? Does the writer emerge successful in finding a practical solution for the problems experienced by the characters? If yes, how? This article attempts to answer these questions. The objectives of the study are; to understand the influence of nature on the characters of the novel, to make out whether the impact of colonialism is clearly portrayed in the novel, to analyse the nature of myth and other related elements in the work, and finally to evaluate the quality of Maori literature in the present literary context.

The Whale Rider, authored by Witi Ihimaera was published in the year 1987. It was made into a film in 2002. Witi Ihimaera, as a writer needs no introduction to the international audience as he is one of the most prolific and widely known writers of New Zealand. He is the author of the first novel published by a Maori writer. It is remarkable that he is the only New Zealand writer to receive the Montana/ Wattie Book Award, New Zealand's highest literary prize, three times. He can be regarded as a guardian, a mentor or a supporter to the writers of the younger generation. He authored novels, short stories and anthropological texts. His works deal with the theme of the urge and need to return to the original tradition and

identity. He calls *The Whale Rider*, a retelling of a Maori myth in a modern way. Actually he gave birth to this novel as a result of his daughter complaining that his works always centres on male protagonists. The novel is divided into four sections, a prologue, epilogue and glossary. The four sections are named after four seasons. The basic theme of the novel is man's communion with nature. Also the novel shows the importance of women for societal development. The novel tells the story of Kahutia Te Rangi who used spears to create life on the island of Whangara. But one spear was casted into the future and that led to the birth of the protagonist of the novel, Kahu, later on in the future. Koro Apirana, Kahu's grandfather searches for a male successor to lead his tribe. But this is shattered by Kahu's birth. Koro expresses his dislike for her as she is a female. But Nanny, Koro's wife cares for her. Each section of the novel begins with the ancient bull whale lamenting his old days which it had spent with its master, Kahutia Te Rangi. The modern world separated the whale from human beings and this destroys the connection between man and nature. The oneness that had once existed in the old times denotes the sacredness of the old tradition, culture and Maori identity that have disappeared now.

The impact of colonisation and the advent of modernisation adversely affected the Maori life. The indigenous culture is deformed and the Maori has lost the original identity. Like the bull whale, Koro is lamenting the sacredness of ancient glorious times of Maori community. Whereas, Nanny Flowers is ready to accept the changes made by the advent of modernity. Koro is seen trapped in the changing world. Koro insists on following the conventional rules and customs whereas Nanny moves according to the present situations. Koro is unable to accept Kahu as the chief of his people. He waits for a male successor. At the same time, Nanny tries to make Koro understand the real talent and potential of Kahu. This is evident when nanny says that Koro is not the chief, rather she is the chief. The contradiction in the characters of Koro and Nanny shows the conflict between tradition and modernity as well as the destruction of culture by modernity, that is, cultural deformity.

Kahu's interest in learning Maori culture is remarkable. She successfully completes all the tasks Koro give when all the male pupils lose. For instance, she brings the stone that is thrown by Koro in the Sea. Koro refused to attend the cultural ceremony led by Kahu. He is blind towards Kahu's love for him. In the climax of the novel, the whales are seen stranded on the shore. This is a symbol that hints the upcoming disaster in the land. This throws light to the fact that the communion between man and nature is disappearing.

The novel reminds on the need of developing relationship between humanity and nature. Another character of this novel who suffers from identity crisis is Rawiri, Kahu's uncle. When Kahu is in her fourth year, Rawiri decides to travel to Sydney. There he meets some of his cousins and understands that they have embraced modernity by deviating away from Maori identity. He befriends Jeff there and both of them travel to Papua New Guinea, where Jeff's parents have a plantation. Jeff is called by his parents to run the plantation. But there, Rawiri has to experience insults mainly from Jeff's mother in the name of racism. After two years of stay, Rawiri comes back to his home town, Whangara. In *The Whale Rider*, the author tries to show the sacredness of nature and the corruption of man. The endless war between tradition and modernity, racism, cultural identity, the importance of love and affection in the modern World, the craving to regain the golden past, the struggle of the Maori community

in the hands of Europeans, the relationship between environment and man are the key themes that the author discusses in this novel. The novel is definitely a powerful weapon against the colonial powers.

Myths are so much connected to Maori life. Myths act as guiding forces that enable the Maori to lead their life. The Maori writers are obsessed with the art of myth making, that is, retelling the old myths in a modern way. The aim of the writers is to remind the people of their culture that is enriched with ancient culture and tradition. Myths, in the old times, taught man to choose good decisions. They indirectly play the roles of teachers who teach what is good and what is bad. The present world is out of order as well as out of control. By reviving the old myths, the writers can reintroduce them to the public again and remind them of their original identity which is now lost. Also these retellings that are written in English enable the writers to create global awareness. The sacredness, value and richness of Maori culture, tradition and rituals can be understood by the public through these fictional works. Also the destruction of culture as a result of colonisation and the postcolonial status of New Zealand are clear through these works. This is the actual relevance of Maori literature in the present context.

Works Cited :

- Cuddon, J. A., & Habib, R. (2014). *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books.
- Ihimaera, W. T. (2005). *The Whale Rider*. Pearson Education/Heinemann.
- Ihimaera, W., Asked by Tamani kaitai V #1266115 Answered by Aslanon 10/27/2022 4:37 AM, #1266115, T. kaitai V., Asked by Thomas M #936247 Answered by Aslanon 6/24/2022 1:24 AM, #936247, T. M., & Asked by Thomas M #936247 Answered by Aslanon 6/24/2022 1:23 AM. (n.d.). *The Whale Rider Epilogue Summary and Analysis*. GradeSaver. Retrieved March 4, 2022, from [https://](https://www.gradesaver.com/the-whale-rider/study-guide/summary-epilogue)
- www.gradesaver.com/the-whale-rider/study-guide/summary-epilogue.

Analepsis as Technique: A Study of Ian McEwan's *The Child in Time*

S.V. Lekshmi Sri¹, Dr. D. Radharamanan Pillai²

1. Reg. No: 18213094012002, Ph.D Research Scholar, Centre for PG studies and Research in English, Dept. of English, Muslim Arts College, Thiruvithancode
2. Supervisor, Professor in English, Centre for PG Studies and Research in English, Dept. of English, Muslim Arts College, Thiruvithancode

Abstract

McEwan is one of the most prolific writers of his period. He has published his novels under the strategy of the postmodern condition. One of the features in postmodern novels is narrative structure. He is a controversial writer who gives importance to narrative techniques in his novels among other novelists. In his writings, he has attempted to point out difficulties of the characters and its settings. He has used narrative techniques in his novel to highlight the characters' point of view and their strategies. At the same time, a realistic nature of the characters and their strategies have explored through techniques. Many of the themes and events reveal according to the strategy of postmodern narration. Specifically, one of the novels of McEwan has examined the technique of analepsis in *The child in Time*. Here, analepsis has divided into two sections- internal analepsis and external analepsis. It has featured with third-person perspective.

Keywords : Narrative Techniques, Internal analepsis, External analepsis, Postmodern Condition. Third-Person Perspective.

Introduction :

The proposed research attempts to focus on a technique of analepsis, in *The Child in Time* through the third person perspective. Narrative techniques are a tool to explore the characters' perspective and its settings. It is a device to the narrator who tries to expose storytelling of the character. It gives deeper meaning to the readers and visualizes the situation and circumvent. Analyzing the novels of McEwan, he chooses the techniques to understand the story or about the characters in which he conveys a message to the readers and the method that he has used to develop a story. Ayyildiz asserts, "His novels depict traumatic incidents in claustrophobic and public spaces, and their impacts on the individual, portraying how trauma distorts the victim's perception of self and time"(22). It points out how the traumatic event shapes the characters to know about themselves and give hints to the reader to analyze the

condition of the characters and the technique that McEwan has used in his novels. Here, McEwan has used a technique of analepsis to prove how the characters are reflected in their own way. Analepsis is a device in which characters remember the story or events happened before. It is called flashback. It is divided into two sections – internal analepsis and external analepsis. Internal analepsis takes readers to think about the event that have already happened, but the character is in present condition. External analepsis has recounted the events that had happened before when the story is narrated.

Examining the characters in *The Child in Time*, McEwan uses the techniques that highlight the novel to learn about the characters, situation and circumstances. McEwan uses analepsis in all circumstances, even in the title of the novel. The title of the novel is *The Child in Time* induces the reader to think about the unknown child and exposes something happened to the child in time. It is mixed with external and internal analepsis. Primarily, the characters suffer and depress throughout the novel, when they think about past and present day events. Jahanroshan asserts:

Stephen lost his daughter, Kate, two years ago and has been continuously looking after her. By searching for Kate, Stephen, along with his eagerness to be a father, once more looks after his own lost childhood. Stephen's unstoppable search for Kate for two years is not only for Kate herself but also for his own childhood. (69)

Stephen, the protagonist, is affected by the traumatic event after the abduction of his daughter, Kate. When the novel begins, readers find out the characterization of Stephen and his missing daughter Kate. Situation and circumstances assert the condition of Stephen and he thinks about his daughter, "Her phantom growth, the product of an obsessive sorrow, was not only inevitable nothing could stop the sinewy clock but necessary. Without the fantasy of her "he would be continued exist; he was lost, time would stop." was the father of an invisible child" (2). The situation and circumstances of the novel moves up and down to analyze the condition of major characters such as Stephen, Julie and Kate. Stephen who suffers guilty about the condition of his daughter due to his misbehavior, his relationship with Julie is breakable. Ahamad, et al., assert, "As a trauma victim after losing his daughter Kate, Stephen could not evade the ethical load that it's his carelessness that leads to the tragedy" (163).

The narrative has expressed the panoramic state of the characters, revealed the settings, and scenes move between the present and past events. Settings and scenes indicate external analepsis to readers as, "This was a lost time and a lost land he had returned to it once to discover the trees were efficiently felled, the land was ploughed, and the estuary was crossed by a highway bridge. And since loss was his subject, it was an easy move to a frozen, sunny day outside a supermarket in south London" (7). The narrative of the story explains the conscious and unconscious state of Stephen's life and explore how he has engaged in the situation and circumvent which analyses the techniques through its plot and settings. McEwan has proved the essential nature of the characters through its setting and unexpected event. The unexpected event has passed in Stephen's life. Stephen has an experienced strange event that he sees his parents as a young couple in a pub. Child asserts, "Stephen's vision is seen as a way of placing himself as the cause of his own birth" (62). The event and situation drags readers to think about the past and present event of the characters. It keeps readers to move here and there to find out the characters' nature of one's own.

The Child in Time focuses on the personal problems of a major character, Stephen, and the minor character, Charles Darke, who suffers in their life during their childhood days. The sequence of past and present intertwined in all situations and points out the self-conscious state of mind through the narrative technique. In the middle of the novel, Charles tries to say about childhood days to Stephen. In a meantime, Stephen thinks about his past events. The panorama view of the characters tries to explain their condition to the reader in indirect way. It determines the characters' sufferings due to their past situations. The traumatic experiences of Stephen and Julie, Charles, and Thelma are determined by the concept of techniques, which shows the individual suffering in his or her life. It provokes the reader to think about the possibilities of Stephen's life with Julie. Stephen acknowledges, "He was only the catcher, not the home, and his one thought was to return the child to its mother" (245). The couple has reunited and the abducted child is represented by another child at the end of the novel. Unexpected events, and uncontrollable feelings are revealed through the techniques which show the characters' perspectives and their circumstances. Through the analyses of third-person perspective, McEwan's *The Child in Time* is demonstrated the postmodern condition and the techniques of analepsis, which try to focus on the conscious state of the characters. For instance, the situation and circumvent has analysed through the techniques which the characters' point of view has examined. McEwan has used techniques to know about the condition of the characters precisely and the situation which moves the characters backward and forward to conclude the effects of the story. In his novels, McEwan employs analepsis as techniques to highlight the characters circumvent and events which portray the real life situations of people in their day- to-day life.

Works Cited :

- Ahmad, Shabbir. Dr, et al., "Belatedness of Trauma, Self-Reflexive Conscious and Narrative Vicissitude in *The Child in Time*." *International Journal of Disaster Recovery and Business Continuity*, vol. 11, no. 3, 2020, pp. 160-165.
- Ayyildiz, Nilay Erdem. "Traumatized Perception of the Self and Time in Ian McEwan's *The Cement Garden* and *The Child in Time*." *Journal of Language, Literature, and Culture Studies*. vol. 32, no. 1, 2022, pp. 21-40.
- Childs, Peter. "True Maturity: *The Child in Time*." *The Fiction of Ian McEwan: A Readers' Guide to Essential Criticism*. Palgrave Macmillian Ltd, 2006. pp. 59-75.
- Jahanroshan, Shafagh. "The Appearance of Child within in Ian McEwan's *The Child in Time*." *International Letters of Social and Humanistic Sciences*. vol. 65, Dec. 2015, pp.68-73.
- McEwan, Ian. *The Child in Time*. Jonathan Cape, 1987.

Extending In-Service Teacher Education and Training (INSET) to Continuous Professional Development (CPD) : Implications for Teacher Education and Development

Sreelekshmi V R¹, Dr. D. Radharamanan Pillai²

1. *Research Scholar, Reg no- 19213094012015, Department of English, Centre for PG Studies and Research in English, Muslim Arts College, Thiruvithancode*
2. *Research Supervisor, Professor, Department of English, Centre for PG Studies and Research in English, Muslim Arts College, Thiruvithancode*

Abstract

Teachers are very crucial components in any education system. CPD is based on the idea that teachers are professionals and that they must continuously update their professional skills and knowledge to be effective teachers. In-service training is one of the major professional development pathways when it comes to teacher education and development.

The present educational scenario advocates for CPD rather than the narrow concept of INSET when it comes to professional development of teachers. When we take the case of India, after the pre-service teacher education, teachers only get fragmented, one-off in-service training programs. This paper will discuss the concepts of CPD and INSET and the need of extending In-service training into CPD when it comes to teacher professional development with particular focus on English language teacher education.

Keywords : CPD, INSET, teacher education

Introduction :

CPD is an on-going learning process in which teachers engage in order to better understand themselves and their learners. It is not a one-shot process and it is not just limited to the training offered to teachers. It is important that teachers get opportunities both formal and informal to enhance their knowledge and skills. However, in India, after the pre-service education, teacher development is mostly limited to INSET. These INSET programs are often dependent on various external factors like policy implications, institutional support, funding etc. Teachers also mostly limit their understanding of professional development as something provided to them by the government or other teacher training institutions. In-service training is mostly about the transfer of knowledge from the expert to passive teachers or about

addressing deficiencies or weakness in the teachers and correcting it through training programs. But CPD provides ample scope and opportunities for experiential learning, which involves the active participation of the teachers and promoting collaborative development. So it is important to extend the scope of INSET to provide continuous opportunities of development to teachers.

CPD and INSET :

CPD is a broad term that aims to bring changes in the approach, attitude, practice and understanding of teachers to enhance the learning process. Day defines CPD as “the process by which teachers review, renew and extend their commitment as change agents and by which they acquire and develop critically the knowledge, skills, planning and practice through each phase of their teaching lives” (p.4). We can also define the professional development of teachers as an inclusive practice as the body of systemic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development. The terms INSET and CPD are often used interchangeably and both these terms cover a range of activities that teachers engage in to develop professionally. But the problem is the narrow understanding of CPD as teacher training only. In India training for teachers is provided by different agencies like National Council of Educational Research&Training (NCERT), State Council of Education Research and Training (SCERT), District Institute of Education and Training (DIET), Block Resource Centre(BRC), Cluster Resource Centre (CRC) etc. They often relay on the cascade model of training and only focuses on transferring a pre determined system of knowledge to the teachers. Most of these in-service training often suffers from inadequate quantity, quality issues, outdated syllabi and lack of follow up. Providing in-service training alone is not sufficient for molding an effective professional. This fact is highlighted by the Secondary

Education Commission: “However excellent the programs of teacher-training may be, it does not itself produce an excellent teacher. It can only engender the knowledge skills and attitudes which will enable the teacher to begin his task with a responsible degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analysed and through individual and group efforts at improvement” (p.139). Within this context it is imperative to extend INSET to professional development practices which is very crucial for English teachers.

Extending INSET to CPD :

The idea of extending the scope of in-service training is also discussed in the National Curriculum Framework for Teacher Education (NCFTE) 2009: “in-service training requires expansion and major reform that allow for greater flexibility”(p.7). The current concerns of teacher education system with its treatment of knowledge as “given” and accepted without questions need to be changed. With NEP 2020 particularly insisting on mandatory 50 hours of CPD for teachers annually, there need to be changes in the teacher education system.

In the context of English language teacher Education, CPD initiatives must focus on providing opportunities for development rather than two or three annual training days. CPD must focus on “teacher proficiency and language, as the teacher is often a role model”(Kapur, 30). Teachers need to have opportunities to develop their competencies and proficiencies in

the language. Self-reflection is therefore a vital component where teachers can reflect on their own practices and identify gaps in their knowledge and practice. CPD initiatives must therefore create spaces for sharing knowledge, encourage collaborative development and must adopt a constructivist approach. The In-service training should expand its scope to CPD and may address concepts such as:

1. School Based CPD : Schools can emerge as spaces where collaborative development is fostered. Schools can encourage communities of practice like teacher groups. Mentoring by a senior colleague can also be of great help to novice teachers. Learning can also happen through observation and constructive feedbacks from colleagues in a comfortable environment. Head teachers must also be given training and awareness in order to support the professional development of teachers.

2. Teachers as adult learners : CPD initiatives for teachers must address them as adult learners who are self-directed and come with their own experiences and knowledge.

3. Teachers as researchers : Carrying out action researches under the guidance of the trainers or teacher educators to address real classroom problems when it comes to language learning can help with improving their own practices.

4. Material development : Engaging and including teachers in material preparation can add to their professional development.

5. Constructivist approach : Teacher education must give importance to the construction of knowledge through collaboration and participatory activities rather than teachers becoming passive consumers of knowledge.

Conclusion :

Developing teachers as effective professionals is now at the center of teacher education system. Teachers must be given opportunities for continuous self development. The present INSET only focuses on providing training programs in a cascade model. Extending its scope to CPD will allow teachers to have a deeper understanding of themselves and their learners.

Works Cited :

- Day, C. (1999). *Developing Teachers*. Routledge Falmer. Ministry of Education. (1952). *Report of the Secondary Education Commission*. Govt of India.
- National Council for Teacher Education. (2009). *National Curriculum Framework For Teacher Education*.
- Ministry of Human Resource Development. (2020). *National Education Policy*.
- Kapur, K. (2013). Continuing Professional Development: The Way Forward for English Language Teachers. *Language and Language Teaching*, 2(1), 29–32.

The Manifestation of Delhi Cityscape in James Patterson's & Aswin Sanghi's novel *Private Delhi*

DEVU T¹, Dr. D. Radharamanan Pillai²

1. Ph. D Research Scholar, Reg. No: 18213094012001, Department of English, Center for PG Studies and Research in English, Muslim Arts College, Thiruvithancode, Tamilnadu, India.
2. Supervisor, Professor in English, Department of English, Center for PG Studies and Research in English, Muslim Arts College, Thiruvithancode, Tamilnadu, India.

Abstract

The term 'Cityscape' means the artistic representation of city in its myriad forms especially in paintings and drawings. This tradition followed in the later centuries in literature also and city became a background and a character in short stories and fiction. Among the various literary genres, Crime narratives utilises both suburbs and urban spaces as the hunting grounds of the victim and the offender. Here, certain characteristics of the Delhi metropolitan city space offer it a delinquent identity which is reflected in the narrative framework of the novel *Private Delhi*. The present article aims to identify these features of Delhi metropolis and explores how it is being effectively dramatised by the authors.

Keywords : Delhi, metropolis, cityscape, transgression, hegemony.

Introduction :

Private Delhi (2017) is James Patterson's first joint venture with Indian author Ashwin Sanghi and it receives high critical acclaim with a huge commercial success. Human organs sterilised in plastic barrel were found in a building owned by the Government of Delhi. Chief Minister of Delhi, Mohan Jaswal appoints the Private team in the process of investigation. Jack Morgan, the chief of Private investigating agency appoints Santosh Wagh, agent from India into the probe. Later, the novel unfolds the mysterious world of Delhi metropolis corrupted against all social evils, indeed, the organ trafficking mafia. The greatest irony lays in the fact that, it, is not happening in a remote village of India, but urban centre of Delhi. Along with this, the novel also unfolds hegemony of the power class of Delhi society and the segregation felt by the subaltern community, mostly the economically backward classes. The exploitation of the third world countries and the pursuing cultural colonisation of the Western powers too, make a presence in the novel.

Delhi Cityscape in *Private Delhi* :

In many instances, the authors talk about the city as a place with a delinquent identity, like “This is Delhi. That will be a lot” (PD 123). The novel begins with the sight of a killer waiting for the prey and it is equated with a Delhi in chilling winter with extreme coldness. The outside numbness of the city favours the criminal to execute the crime without any outside interference. In the same time, signs of human organ trafficking are found in a building owned by the Delhi Government. Though, the building is in urban centre of Delhi, it is a closed space unnoticed by outside world. The site where the organs find is the underground vault of the building, which of course, is a transgressive space. The greatest irony is that “Mass murder. On government property” (PD 14), says author. The building province is in a relentless survey of police.

The author also gives a flourishing picture of Delhi too, in contrast with the gloomy picture of Delhi. “Delhi was vibrant, colourful, mix of cultures old and new. A genuine melting pot” (21). Even though, in many instances, the dominant delinquent identity of the city become visible- the ‘good and bad’. The ambiguous nature of the city is relevant in the words of Santosh “Delhi is a strange place. It’s not only a state in Indian federation but also India’s capital- like Washington, DC” (23).

Here, the popular picture of Delhi’s multi speciality hospitals is deconstructed by the authors with the image of the Delhi Memorial Hospital. More than a public space, supposed to serve the public, certain enclosed spaces in the Delhi Memorial hospital act like a heterotopic site by prohibiting the entry of the external population. The operation theatres without any windows or external passage is comfortable space for organ trafficking. Dr. Pankaj Arora commits most of the organ transactions in this closed space. Aurora is the chief physician of Delhi Memorial Hospital, on the other hand a prominent mediator of the Delhi city’s medical tourism. He conducts unnecessary surgeries for patients and takes out their vital organs without the patient knowledge. It later trafficked according to the demands from the Western countries.

Delhi can also be considered as a post colonial space, still having the impact of Western influence. Even after long historical years of colonialism, we can easily sense the presence of Western people in Delhi metropolis. Their cultural dominance pursue in the form of a medical tourism. They often aim at the slum provinces of cities like Delhi where people are segregated to live in pathetic condition. In the novel too, Ibrahim, a prominent member of the team chooses a slum dweller as their next prey. They take his kidney, give a cheap amount as compensation and supply the organ to a foreigner with huge margin. Those people are aware about the fact that, the people belong to slum spaces are easy to target.

The direct reflection of colonial traits is evident in the city; like the oppression of the majority upon a subaltern population. Here, the community with power hegemony are the politicians and their allies of bureaucratic members. They often try to take advantage on the helplessness of the minority. In the novel, the organ trafficking issue itself is a manifestation of the power struggle among the elite and the backward community of the people. The organ trafficking mafia worked with the help of the Delhi Health Minister Nikhil Kumar. Even after realising the impending danger of the crime, the Governor and the CM of Delhi remain passive. Their attempt to take this as a political weapon makes the crime scene irresolvable. The discrepancy of the people in the power is reflected in the words of Santosh, “People are

dying, but nobody seems to care” (128). They are subsisting purely for the economical and political prospects.

The geographical and infrastructures of Delhi city make it as a space of freedom, crime and segregation. For instance, manholes are ever-present in the city, which is often a crime attractive factor as for an offender is concerned. As Peter Ackroyd said in his book *London*, the sidewalks and pathways are like the systems of network in the body. Here too, the manhole of Delhi Irrigation department is a perfect pathway to commit the crime as Santosh said “I believe the drainage system of Delhi was used to access a house and commit a crime” (102). The killer gets an access to minister Kumar’s house through this manhole. It would an easy task for anyone to get a access map of the whole Delhi drainage system. Many of the modern facilities make the urban space of Delhi cityscape as an open space for the internal and external community.

Conclusion :

Humans always have an inextricable relationship with the space they inhabit whether it’s rural or an urban one. As far as the rural spaces are concerned people have an intimacy towards the inhabiting spaces, whereas, the city posses an affectionate and antagonistic sensation towards the people. In *Private Delhi* too, people have a love- hatred relationship towards the city. To some people, the Delhi cityscape is a safe abode, a place of prosperity and offers a sense of belongings. In contrast to this popular notion, Delhi cityscape in the novel is reconstructed with a deconstructed reality- a space with a delinquent identity. The political members and the bureaucracy favours organ trafficking members for the economic benefits. This is a clear indication of the corruption in Delhi’s political space. Besides the human involvement in delinquent activities, the architectural structures like the underground space of the Kailash building, the drainage systems of Delhi metropolis too contribute to the execution of crime. So, more than a backdrop, the Delhi metropolis is a character in the novel, where the author has tried to present the city in a deconstructive way.

Work Cited :

1. Bell, D., & De-Shalit, A. (2014). *The Spirit of Cities: Why the Identity of a City Matters in a Global Age*. Princeton University Press.
2. Deleuze, G., & Guattari, F. (2009). *A Thousand Plateaus: Rhizomes*. Venus Pencils.
3. Harding, A., & Blokland, T. (2014). *Urban theory: A critical Introduction to Power, cities and urbanism in the 21st Century*. Sage.
4. McCann, E. J. (2002). Space, citizenship, and the right to the city: A brief overview. *GeoJournal*, 58(2/3), 77 -79.
<https://doi.org/10.1023/b:gejo.0000010826.75561.c0>
5. Patterson, J., & Sanghi, A. (2016). *Private delhi*. Century.

Forced Migration, Longing for Survival and Hardship of Undocumented Immigrants in Nadia Hashimi's *When the Moon is Low*

T.Suba Mol¹, Dr. J. Jesu Latha²

1. Reg No: 18223014012001, Ph.D. Research Scholar, Department of English and Center for Research, Annai Velankanni College, Tholayavattam.
2. Associate Professor & Research Guide, Department of English and Center for Research, Annai Velankanni College. Tholayavattam.

Abstract

Immigrants are the people who migrate from one country to another either they have chosen or been forced to leave by their own country. They have to follow some legal procedure in order to live in that country. But some people who are forcefully migrated to different countries without legal documents. It may be for the following reasons such as, war, natural disaster, insecurity, financial crisis, violence, terrorists' attacks etc. Such people are considered as illegal aliens who try to break the rules of that particular country. Afghan people are also one among the unwanted victim for migration because of some fundamentalist groups attack on Afghanistan. So Afghan people are forced to make a choice, either they have to move from their native land or to abide the rules of Taliban. So that, Afghans choose both lawful and unlawful displacement for their survival. This paper focuses on the forced migration of Afghan people due to Taliban control, their hardship, trials and tribulations during the travel, and their hope for survival with the help of Nadia Hashimi's fiction *When the Moon is Low*.

Keywords : Immigration, Taliban, war, women, identity crisis, undocumented or illegal Alien.

Immigrants are the people who migrate from one country to another either they have chosen or been forced to leave by their own country. They have to follow some legal procedure in order to live in that country. But some people who are forcefully migrated to different countries without legal documents. It may be for the following reasons such as, war, natural disaster, insecurity, financial crisis, violence, terrorists' attacks etc. Such people are considered as illegal aliens who try to break the rules of that particular country. Afghan people are also one among the unwanted victim for migration because of some fundamentalist groups attack on Afghanistan. So Afghan people are forced to make a choice, either they have to move from their native land or to abide the rules of Taliban. So that, Afghans choose both lawful and unlawful displacement for their survival. Tiplut Nongbri and A. S. Shimreiwung in Migration, Identity and Conflict states,

...the migrant's presentation of the 'self' generally revolve round their homeland, no matter how far they may have travelled out. The desire to remain rooted within one's own community has not only determined their venture in career and earnings, but also shaped the social relations they established in the cities and distant places where they have settled down. (2)

Afghanistan is one of the wide-ranging displaced population and refugee-producing territories due to violence, conflict and poverty. Afghanistannative are forced to abandon their own country in order to survive from the huge turmoil of Taliban terrorism and its cruelest persecution. Continuous conflict and inefficient government is also the cause of the huge displacement in Afghanistan. Afghans most commonly migrated to their neighbouring countries. This paper focuses on the forced migration of Afghan people due to Taliban control, their hardship, trials and tribulations during the travel, and their hope for survival with the help of Nadia Hashimi's fiction *When the Moon is Low*.

Nadia Hashimi, an Afghan-American writer has pictured the difficult path of Afghan people for their survival from the war torn country. She depicts the pathetic plight of Afghan undocumented immigrants in her novels. Her parents are Afghans who were migrated from Afghanistan and settled in the United States in the early 1970s. So, growing with the Afghan descendant, she can easily understand the struggle of Afghan refugees that leads her to writes about the issues of refugees. She writes about the rise of fundamentalist groups and the continuous war and destruction force Afghans to abandon their own country. She depicts the difficulties of a middle-class society and resilience for their survival in the foreign land.

The novel taken for the study is *When the Moon is Low* written by Nadia Hashimi. It is the story about a family who tries to flee from Afghanistan and wanted to settle in America, a country that has full of dreams and hope for survival. The protagonist Fereiba and her husband want to flee from Afghanistan by reasons of strict norms of Taliban. Fereiba is a school teacher whose perseverance began from the day of her birth. She has a claustrophobic childhood that actually strengthens her. She states, "My Fate was sealed in blood on the day of my birth" (7). Although her parents expect a boy child in the family, Fereiba has proven that she is not inferior to men with her stubborn decisions in her life like men. She says, "I considered what I might do after my graduation. Some girls were going on to university. Others were becoming teachers. Many would be married. I wasn't sure what I wanted, but I had no interest in marriage and a household that would come along with it"(35).

Forced marriages are common in Afghanistan. Although Fereiba had an arranged marriage, she finds love with her husband Mahmood Waziri, an engineer in Kabul. Her happy marriage life permits her to pursue all her dreams. She became an elementary school teacher. She leads a satisfied life with enough children in Afghanistan, she says, "With Mahmood, I had my own household and was free to decide how my salary would be spent"(90). However, all are shattered after the assassination of her husband Mahmood by the Taliban. Taliban took control of Afghanistan. We can understand how the people in Afghanistan longs for peace. Saleem shares,

My sister could not go to school, my mother could not teach, my aunts, uncles, and cousins-everyone left. My family stayed. We listen to rockets in the sly and pray the rockets

do not fall on our beds. There was no music. There was only life the Taliban way. Sometimes we think maybe the Taliban is better than fighting. May be the Taliban make the fighting stop but they bring more problems. My mother cannot go outside without a man. There was only me. I go to the market and find food but we have only little money. There was no job. We understand that soon there will be no food and no money an life. (200)

Ferieba was forced to flee from her own country because her family would become the target of Taliban. She needed to protect her children. Before the death of her husband, Mahmood shared her about his wish. He felt sorry to his son that he brought Afghanistan as his native land because Afghanistan is the land full of rockets firing and destroyed. He states,

Saleem-jan, I am sorry that when you wake up every morning, this is the world that you see around you. I 'm sorry that this is the Kabul, the Afghanistan that you are seeing. I wish you could have learned to take your first steps without rockets firing over your head. This is no place for child but because of that, it's all the more important for you to step up. You must find a way to make good of this situation to reap a noble harvest. (99-100)

To fulfill her husband's wish and to protect her children, Fereiba decided to move from Kabul. It is difficult to get legal papers to travel from one country to another for the Taliban wanted family, so she decides to travel with forged papers to reach Europe for a hope of survival. She says, "I feared my son would be swallowed by the Taliban, and as a woman, there was little I could do to help us survive. "We are going to leave", I told my neighbors. "I have no choice but to get my children out of Kabul. Their stomachs are empty, their lips parched, There's nothing for us here (115)."

Fereiba undergoes dangerous journey under darkness. With the help of Asim Fereiba can reach Iran. Asim told her how dangerous if Taliban would find them. Asim explains about how others cheat money from refugees. He says, "You'll be traveling in a small van. Usually, they are very full and there's hardly room to breathe, so keep your little ones at your side. They'll be nervous. The driver should take you across the border and into Iran" (119).

Fereiba became a desperate refugee because of Taliban. She travels through the desert. She says, "The desert before us made me dizzy with fear" (121). Fereiba knew that it is difficult to cross the borders with forced papers. She may regret about her decision. As a stubborn and resilient woman, Ferieba already took many stern decisions that brought changes in her life. She believes that she could reach her destination. She shares how she is scared to see the border's as, "Night, the time when the border was most vulnerable to trespass, was approaching. Holes opened up and scared, desperate people crawled through. While war turned some Afghans into lions, it had turned a good number of us into mice as well. (121)."

With Fereiba, there are some families decides to move from Afghanistan. Many families leave their own land in order to protect their children from rockets. Some decides to stay back in Afghanistan and will die there. Women's displacement is tougher than men displacement. Transnational migration of women are dangerous because of the strict patriarchal norms are forced to be followed. Taliban do not allow a woman to come out from their house without a male escort. Fereiba needs a man's help to come out. Abdul Rahim, Fereiba's neighbour helps her. This proves that there are some men who can help women to achieve their goal in Afghanistan.

To flee from one country to another needs legal papers and for getting this, we have to give bribe to them. Asim shares with Fereiba about the cheap mentality some people at the difficult situation as, "The price for the passage has already been settled, but they will try to wheedle more from you. Keep all your monies and valuables well hidden. Look very reluctant and give him a little token piece. Make the driver believe that's the very last thing you have (119)." Although there are some people who are ready to help the needy, some use the chance to deceive and destroy people. The Van driver tries to deceive Fereiba. He tries to grab more money when he found her that she is alone. He scolds, "... I'm taking a risk by bringing people across. But you, an unescorted woman... you understand? This is a much bigger risk for me and not one I can do for this price. It's not fair to me" (122-123).

"Crossing the borders would be a hazardous venture even with passports" (96), but without proper documents is like taking risks in life. Because the roads they have chosen may be tough to travel. Sometimes they need to walk on their foot in a rocky place, there may be smugglers who pass them when they are in undercover night time. So it is needed to be careful to escape from all these hurdles. If any smugglers or the Taliban fundamentalists see them, their life will be in danger. Fereiba says, "It was easier to walk in the day but harder to look at the children. Their eyes were heavy, their feet blistered and bleeding, and their lips parched" (125).

During the journey in the darkness, Fereiba's daughter fell down and cut her ankle against a rock. She wants to cry but she could not. Similarly, there is an incident that happened an hour later. A mother of another family in the group slipped and fell down in darkness with her two-years-old kid in her arms and the baby's arm got twisted. They are helpless to do anything, because they knew that if anyone sees them, there will be a chance to return back to their native country back. Fereiba says, "If the van were stopped, we might be sent back to the checkpoint and returned to Afghanistan" (125).

Fereiba and her children reached Iran but Iran isn't their destination. They want to move from there. Fereiba says, "Iran had countless others lived there illegally. But Iran was never in the plan Mahmood and I had devised. Many Afghans complained of being treated poorly, and opportunities were scarce. If I wanted to give my children a real chance, we needed to continue. The longer we waited, the heavier our feet would become" (127). Nadia Hashimi narrates the pathetic plight of refugees in other countries. She laments for the current situation of them. She has a guilty conscience in her mind that she is the reason for all the troubles her children deal with. She laments, "Samira wasn't washing stranger's dirty dishes and folding their laundry. You weren't working your hands to a bloody mess from dusk till dawn. We were okay in Kabul, but I brought us here" (170).

A refugee cannot easily get a safe place, especially for women who suffered a lot because of this. They are misused by many country people. They will struggle for getting proper medicine in the alien country. They have to work more to feed their family. Fereiba's son Saleem becomes one among the victims who works more to feed his family. If the police caught the undocumented refugees, they will send them to detention centres. Nadia Hashimi writes that the detention centres are like, "People say it is like a prison, even for children. They say it is worse than the place they came from. Sometimes they stay there for months" (198).

Saleem is longing to go to school with his sister. He wanted to bring his brother to a

doctor. Saleem also wanted to see his mother Fereiba could work as a teacher again. He believes that all could be possible when they reach in England Fereiba decides to ask the help of her sister in England. She travels to Iran and then to Turkey. Saleem became the breadwinner of his family at a very young age. Saleem works hard in the farm to make money to reach their destination. He tells one of the refugees, “We went to Herat and then to Iran. From Iran we came to Turkey. But we are trying to get to England” (136). Even though many of them demotivate Saleem, he has a hope of better life in England. Saleem work hard to earn money. His hope lead him to move on. He says, “With a mother, and two more kids? Hard enough to travel alone. If you’re smart, you’ll stay here and find a way to make money without getting arrested. That’s all you can hope for” (125). He worked for low wages. He could not afford the smuggling fees that are higher than his earnings.

Some countries provide asylum to refugees. But it is difficult to get asylum. Saleem stays in Attic Square. The refugee camps given by the government are not so hygienic. Many people got infection. They don’t get enough space to sleep. The undocumented immigrants are like a bird that missed its path and mother. They are longing for their native country. They are treated like an alien in other countries. Some people they afraid to return back to their country because of the strict norms followed there. Saleem says, “I am from Afghanistan I do not want to be refugee in Turkey to Greece. I want to go to England. My country, there are Taliban. They are dangerous. We had no money, no school, no work. They are killing people” (237).

Nadia Hashimi shares the pathetic condition of the death of the refugee in the foreign land. They don’t even burry a death body of a refugee. Nadia Hashimi portrays the pain of refugee as, “There was no coffin, just two pieces of cardboard. It was the best they could do and the best any of them could hopefor should they end up in Naeem’s place, a makeshift grave to mark the end of a makeshift life” (312). Nadia Hashimi’s fiction reflects the present status of Afghan refugee in different countries. She depicts the worst part of Afghan natives and their underground journey. Fereiba and her son Saleem together deal huge difficulties during their journey. Fereibais disappointed and heartbroken but she has no choice. She has to continue her tough life in England with the hope of finding a peaceful life there.

Works Cited :

- Hashimi, Nadia. *When the Moon is Low*. New York: Harper Collins, 2015. Print.
- Nongbri, Tiplut & A.S. Shimreiwung. *Migration, Identity, and conflict*. Jaipur: Rawat publications, 2017. Print.
- Ruthven, Malise. *Fundementslism: The Search for Meaning*. Oxford: Oxford University Press, 2005. Print. [http:// cn.wikipedia.org/wiki/Islamic fundamentalism](http://cn.wikipedia.org/wiki/Islamic_fundamentalism)
- [http://nadiashimi.com/the author/](http://nadiashimi.com/the_author/) montrealnews@gmail.com

The Traumatic Contingency in Khaled Hosseini Novel *Seaplayer*

Vaishnavi P¹, Dr. D. Joen Joselin²

1. *Research Scholar, Reg No: 19213014012012, Department of English, AnnaiVelankanni College, Tholayavattam.*
2. *(Research Guide) Associate Professor & Head, Department of English, AnnaiVelankanni College, Tholayavattam.*

Abstract

This paper aims to represent the unbearable traumatic straits of war in Syria and also the wretched situation faced by the Syrians are explained in the work of Khaled Hosseini's novel 'sea prayer'. The work was published in the year 2018; it describes the Syrian refugee crisis and the death of many refugees. This short book is illustrated on the loss of a small kid Alan kurdi, the three-year-old boy who drowned while crossing the sea with his parents to reach Europe in 2015. This book is dedicated to the kid and many like him. The work is composed in the form of a letter, which is written by a father to son. They flee from their native place Homs, Syria due to the Civil War. They faced many struggles while crossing the Mediterranean Sea. The present study examines the elements of personal trauma of the refugees through the narrator. The narrator exposes himself through the characters. It is expressed through the memories, timelessness and heart-wrenching experience of the refugee community. Hosseini's work describes the horrible condition of Syrian refugees and the greatness of pre-war Syria. This short book 'Sea Prayer' is in verse form, and the story is narrated as a father writing a letter to his sleeping son in the gleam of the moon. They were in the beach with other refugees and they are getting ready to take a journey through the sea, in search of a new home. The present study examines the dangers immersed and the hope trusted in the minds of refugees through this journey.

Keywords : Refugee, Civil War, homelessness, spaces of non-arrival, war and violence, peace and humanity, war literature.

War is defined in different forms, namely civil, world, rebellions, bio, nuclear and political. It has become a common and dangerous phenomenon in today's material oriented world. In ancient times, we witnessed many wars and battles, but definitely not in this way, we see it today. Wars are now commonly taking place in civilian people inhabiting areas. The

period of civil war resulted in the outpouring of war –related literature. War poetry, histories, anecdotes, sensational, novels, humour, songs, juvenile books, and many other war related-pieces emerged into the popular culture during this period. War related literature is always a controversial subject; many of these pieces shaped the meaning of patriotism, gender and race. These ideas resulted in the emergence of new identities and it provides the foresight of society, culture and the world around us. Through literature, one can probe the society from ancient civilization to modern. It is not just a historical or cultural fact; it helps a viewers to open up a new world of experience.

After the World War I, the refugee crisis has always been a critical issue to the entire human beings. This paper tries to mark the Syrian refugee crisis and engrossing the refugee journeys through the other nation, without undertaking the hopeless view. This paper gives the picture of current refugee crisis that we see in the Middle East, Syria. The Syrian land has turned into the most eventful one in the history .During the Bush regime, the Syrian country faces many political tragedy followed by the notorious title ‘War on Terror’. After ten years later the Arabs shattered a discharge, it is like adding fuel to the fire. Thus, the ten years of constant conflict in Syria make a disastrous impact over the country. Media reports show that this conflict has created the world’s enormous wave of displacement in modern history. Claire Gallien has made it clear analysis in his article of refugee, literature and arts as:

Four major geopolitical events have had deep and long-term destructive effects in Africa and the Middle East and their populations: the invasion of Afghanistan and the fall of the Taliban regime in 2001, the invasion of Iraq in 2003 and expansion of ISIS insurgency ,the successive civil uprisings and revolutions in the Arab world leading to the beginning of the war in Syria in March 2011 , and the fall of the Gaddafi regime in Libya in October.(Forcing Displacement 737)

In Syria more than 13 million people were displaced including 6.6 million refugees are internally displaced people .Andrew E.Shackinove says his comment about refugee, as “a person fleeing life-threatening conditions” (274). This definition helps to identify the difference between refugees and an immigrant. The immigrant is a person who willing decides, “to resettle to another country” (275). Shackinove once more confirms the changes in the definition as required by the context. For instance, the political and legal contexts require identifying a refugee as “a person who has crossed an international frontier because of a well-founded fear of persecution” (274). Refugees are doomed to take up physical journeys from their homeland to foreign lands. The number of people lost their life in war. so the Syrian refugees along with their children they leave their homeland in search of better place or safe land. For instance, “all of us in search of homes.”(Hosseini, 29) This comprehension helps to understand the crisis faced by the refugee . This narration helps to visualize the uncertainty, hopelessness and insecurity felt by refugees. These journeys of refugees are often disrupted, painful and they halted due to various reasons. The shifting politics of border regimes in the modern nation, makes the journeys of refugees more in trouble .So their journey has no assurity of return, their destination is too far to reach. They often drowned in the sea. Therefore, Gallien’s views that now the Mediterranean Sea has turned out as a cemetery to the refugee’s journey.

Hosseini novel *Sea Prayer* was first published in a simulated experience, in collaboration

with UNHCR , The Guardian and Google. On 1st September, 2017 it was published. The book has dazzling illustrations by Dan Williams. This short novel became a tribute to thousands of refugees, who lost their life, land, home, community, etc. Hosseini wrote this novel as a tribute to mark the second anniversary of the death of a little boy Alan Kurdi, the three-year old Syrian boy. They were in a mournful journey to reach Europe. Hosseini dedicates this work to the Syrian refugees, who suffer immensely in the period of war. The work is written in the form of a letter from father to son on their journey to find a safer place. This short book is divided into two parts. The first part consists of the remembering narrations of the landscape and the life in pre-war Syria. The second part comprises the narration of sufferings and destruction during the time of war and violence. In addition, we can view the father's lament over the lost reputation of their homeland and he mourns for the lost misfortune of his son.

The first half of the book portrays the life in the pre-civil war happened in Syrian city Homs. The story opens up in yearning of the narrator, where he recollects the memories with his toddler son. The memory of the village Homs and the natural scenery of the countryside and discussing different aspects of various seasons haunt the narrator. Moreover, he shares his son about his own childhood memories, how he and his uncle used to spend their childhood in that particular village. He says to his son that how he spread the mattress on their grandfather's farmhouse roof and the clanking sounds of pots and the bleating of grandmother's goat. Moreover, the narrator also wants his son to remember those golden days. In addition, the old city was full of happiness, and a state of spreading positive energy and invigoration. There were separate worship places for every community. Further, the narrator regrets about the chilling memories in such a loving land, now the land is filled with bombs, bloodshed and starvation. The narrator also justifies their difficult voyage to save his family along with other people. He expresses his fear of being unwelcomed on other lands as a refugee, "We are unwelcome." (Hosseini, 29).

In the second half of the novel, the father continues his narration to his son about the bare experiences during the time of war. Moreover, he explains how the war breaks down and there was scarcity of some of the basic needs of his son and the other children. The second part shows the war-torn city Homs. Once Homs was a great city, and considered as an important industrial area. It was the third-largest city in Syria. Homs was entitled as a rich city with lots of heritage. Such a city has now turned out to be a 'blighted city' (see prayer 1). Now Homs city is turned as a bomb-spitting city. Farmland has become burial grounds. The people are starving. Children of the city making a bomb crater into a swimming pool. The actual inhabitant of the city had replaced by the cause of war. Homs symbolises the fallen capital of the Syrian revolution. This was the main reason and origin where new refugees were born. Even they are preparing to engage on their journeys to save themselves and they did not have any proper destination to go.

The work displays the dark phase of history where the number of miseries and torments are faced by the Syrian people during the war. In March 2011, some Syrian youths started to crack down against the Syrian government, who were demonstrated as anti-government sentiments. This incident makes the country to face the civil war. So millions of people started their journey to find safer lands to survive and escape from Syrian war. They sought asylum in no less than 130 countries. Most of the Syrian refugees went to Turkey to safeguard them.

Therefore, we can be imagining, these homeless people live in keen poverty without any prospects of job, comfort and security. The Syrian children are one of the worst sufferers of the crisis. Especially after the drowning of Alan Kurdi on September 2, 2015, along with his mother and brother, .The entire world was shocked on seeing the image of the tragedy through the media. This incident inspired Hosseini to write the present work. *Sea Prayer* is about pain and agony of the people. It is highly evocative in nature. In *Sea Prayer*, he invokes the fraternal affection in his heart and conceives the situation where he can imagine the agony of a father who loses his child as a result of his identity as a refugee, a homeless, and a hapless person. Throughout the story, the narrator and his son reflect the voice of refugees. Now the father explains his son about the journey they are taking, it is the journey of unwelcome. The only relief to the narrator is that he is not alone there. Because there are many others like Afghans, Somalis, Iraqis and Syrians accompany them. Every one of them is in search of a shelter, a home and a state. The present book takes a very necessary step to write about the homeless people, their displacement and the hope of settlement.

Work cite :

- Gallien, Claire. "Refugee Literature":Literature and Arts , Vol.54, no.6, 2018, pp. 721-726.
- Shackinove, Andrew E. "Who Is a Refugee". *Ethics*, The University of Chicago Press, Vol. 95, No. 2, Jan, 1985, pp. 274-284.
- Shaw,Kristen.*Cosmopolitanism in Twenty-First Century Fiction*. Springer B e r l i n Heidelberg, 2017.
- Hosseini, Khaled. *Sea Prayer*. Illus. DanWilliams. Bloomsbury, 2018
- Erikson, K. Note on Trauma and Community, *American Imago*, Vol. 18, pp. 455.
- Baker, Brianne, "Review of *Sea Prayer* by Khaled Hosseini". *Columbia Journal*, 2018, www.columbiajournal.org/review-sea-prayer-by-Khaled-Hosseini/. Accesed on 2/4/2021

Alienation to Pacification of the Major characters of Paulo Coelho's *The Devil and Miss Prym*

L. Maria Sharmila Selvi¹, Dr. D. Joen Joselin²

1. *Research Scholar, Reg. No 18223014012006, Department of English and Research centre. Annai Velankanni College, Tholayavattam*
2. *Research Guide and Head, Department of English and Research centre. Annai Velankanni College, Tholayavattam*

Abstract

Every human being around the world is not given importance and respect equally. Old people are referred as the paragon of knowledge on life. The Bible says “Gray hair is a crown of glory” They have not gained the status simply appearing for a course or obtaining any university degree, rather got it through their own life experiences. But people are alienated by others for being old. They become voiceless when they lose strength in their body. Some people lose importance when they are respected for money. On losing the material wealth they become unworthy. Berta the old woman and Miss Chantal Prym, economically poor girl of Viscos village do not have anyone to take care of them or they have no one to be cared. They live their life separately in their own houses. They are always watched but never cared by anyone around them. Even after facing alienation they both think of the welfare of their village. They both try to protect their village and people from the hands of the evil. They both are neglected by the fellow villagers. But at the end Miss Prym comes as a rescuer, who protects the villagers from straining their hands by shedding the blood of an innocent old woman, Berta. Even though they are neglected they both are filled with self motivation and courage.

Keywords : Alienation, disrespect, self-motivation, identity, self-respect.

The Devil and Miss Prym is a famous novel by Paulo Coelho. This novel contains the conflict between good and evil. This conflict is common in human life. The people of the village named Viscos fall into the trap by a stranger who comes to the village with evil intention, to choose from good and evil for the benefit of the whole community. The novel's plot revolves around the protagonist Miss Chantal Prym. The character of Berta, the old woman also plays a vital role. The opening chapter of the novel introduces Berta. It seems that Paulo Coelho stresses the importance of old people by opening the novel by introducing

an old woman who is useless on the eyes of her fellow villagers. Berta represents the unnoticed and disrespected old people in the society with huge amount of will power and self respect. She cannot be considered a fatigue woman, she is intelligent and courageous. Even though the world fails to recognize her importance she herself proves her importance and her rights to live in the society.

Miss Chantal Prym on the other hand is working “in the evening at the bar of the hotel” (8). The hotel where she works is the only hotel in the village. She has no parents her grandmother looked after her, but some years back she had died. After that no one is there to care for Prym. In the case of Berta she has no children and after the death of her husband she has been left alone. They both are alienated by their fellow villagers. Alienation is the state or experience of being alienated. “A sense of alienation from the environment.” Prym is the one who is chosen by the man with evil intention arrived to the village to convey his mission. The devil (the man with the evil intention) has given a task to Prym. If a death happens in Viscos within one week the devil will give ten bars of gold to the village and one for Prym. She says “tell the truth, which no one would believe” (32), shows that no one in the village respects her and her words.

Berta knows well about her status in Viscos and she knows that nobody is caring about her and no one is ready to listen to her this can be evidenced when she wants to warn the devil’s arrival to the village in the form a stranger to the priest “Berta wondered if she should go and warn the priest about this undesirable visitor, but she knew he wouldn’t listen to her, dismissing the matter as the kind of thing old people like to worry about.” (2). But she never fails to watch over Viscos as a guardian angel. She even notices the changes occur in nature with that changes she can foretell the good and bad omens to her village. There is thunder and black clouds appears around the village immediately after the stranger’s arrival; she thinks that is a bad omen. Her husband died many years ago. But she believes that his soul is watching over her, he used to warn her whenever a disaster or a thread comes to the village. This can be evidenced through Berta’s words, when she notices a stranger arrives with the devil, she says ““My husband’s right’ ... ‘If I hadn’t been here, no one would have noticed’”. (1). She finds happiness on looking at the mountain and forest near her village by sitting in front of her house for almost fifteen years.

Miss Pryam knows well wants to prove her identity as a successful woman in the society she has her own dreams to be fulfilled. Karen Horney “emphasizes alienation as the consequence of the child’s attempt to cope with basic anxiety... the child responds defensively to this despicable self-description by creating and striving to obtain an idealized image of the person he or she should “ought” to be”(153). Pryam has suffered a lot in her childhood because her grandmother is not rich enough to provide education for her to get a job in the city and move out of the village like other youngsters of the village. “Chantal had had so many dreams: she thought she could overcome all her obstacles, find a husband, get a job in the big city...hope of finding peace, get a career in the theatre, write a best-seller, have photographers calling out to her to pose for them, walk along life’s red carpets.”(31). during her childhood days she is unable to find peace or comfort. She is regarded as a girl of misfortunes by the villagers.

She wants to change the name and prove herself. Horney says that “conflict arises out of

social conditions” (153). The conflict in her mind to make decision is because her lack on decision making for her own career. To prove herself she needs money to go to the city. The stranger’s offer of the gold bars fascinated her at the beginning she struggled to choose between good and evil but finally stays with good and her loyalty to goodness provides her what she wanted.

Even though Berta is too old to support the village physically she believes that she has a purpose to live. Since Berta is watching everyone no one in the village have to think they are alone. When people become old and not able to take care of themselves they feel, useless on their survival. But Berta is a courageous woman who feels proud of herself and her village and its people. She is considered as useless old woman who always day dreams about the past by the villagers. “For almost fifteen years, old Berta had spent every day sitting outside of her front door. The people of Viscos knew that it was normal behavior amongst old people: they sit dreaming of the past and of their youth; they look out at a world in which they no longer play a part and try to find something to talk to the neighbours about.” (1). This comment on the mindset of people when they grow old shows that no one around the old people are ready to listen to them so they themselves start conversation with others but many times these conversations ends with formal greetings.

Berta is filled with wisdom which is the gift of life to her. Her wisdom has mainly attributed from her long existence in the world. Psychoanalyst Erik Erikson says that “The inevitable struggle between integrity and despair produces *wisdom*, the basic strength of old age.”(216) Berta struggled in her life after the death of her husband. She lost her hope in life because her husband is the only relation to her in Viscos. So many years of lonely life and her keen observation of objects and humans, changes herself as an expert in understanding matters and feelings of others without asking them.

Berta’s advice to Prym is a clear evidence to understand the feelings of others without asking them. She is confused whether to obey the devil or not. The conflict in her mind makes her sleepless and hopeless. Berta on seeing the face of Prym, she finds out there is a dilemma in Prym and clears her mind with stories from the past history of her village. The advice of Berta gives her hope to face her destiny. This can be evidenced through a verse from the Bible that says “... the gray hair of experience is the splendor of the old” (Proverbs 20:29)

The wisdom of Berta is revealed in one more place when two women of the village come to Berta’s house to visit her. Even the arrival of the woman makes her to understand that the people of the village have selected her as a sacrifice to get the gold bars from the devil. When they ask how she is doing? She replied that ‘Everything’s fine. I’m busy crocheting a table cloth, although I can’t finish it; who knows, I might die tomorrow.’(154) the unusual visit of the villagers makes her to understand their intention to kill her as a sacrifice for the welfare of the whole community. Before knowing the offer of the devil no one from the village is ready to pay a visit or to talk for some time with Berta but when they find a purpose they asks about her wellbeing. The priest of the village also visits Berta she says to him “it’s been a long time since anyone bothered to come and chat with me, and now, oddly enough, everyone has discovered that I still exist” (174).

Berta always feels the presence of her husband with her so she never feels lonely. He used to advise her in everything. This is also a kind of wisdom to talk and understand the

nonexistence. Erikson says “Wisdom draws from and contributes to the traditional knowledge passed from generation to generation. In old age, people are concerned with ultimate issues, including nonexistence”. (216) the wisdom of Berta prevents her from thinking herself as unimportant and useless to the society. She strongly believes that she has a purpose to live in the village. The physical alienation by the villagers or the lonely life of Berta never decreases her courage and her will to live to fulfill the mission assigned to her.

The whole village is ready to sacrifice Berta even though she is afraid of death she is made to accept the decision of her villagers. When she is asked whether she want a statue of her to be built in memory of her, she says ‘I’d prefer a fountain, because as well as being decorative, it quenches people’s thirst and soothes those who are worried.’ (174) even though she is angry towards her neighbours for their decision to kill her, she is able to think of the happiness of others. That is why she wishes to built a fountain. Water being the source of life she also wants to give life to those seeks her. Berta is physically week so she is not able to oppose the decision of the villagers but she argues to the priest for being taken the wrong decision, then she is ready to accept her fate “She was sad, very sad, to leave like this, but she did not want to feel she was a victim: doubtless God has chosen this role for her.” (177)

Berta believes that those who do well to others will get good in return. Throughout her life she watched through the village as a guardian angel, her good deeds have saved her from death. Her rescue comes in the form of Pym. Berta is an inspiration to those who are physically week but strong in will power. Even after experiencing alienation Berta and Pym proves themselves as courageous women and the fighters of freedom and goodwill. Berta fights to prove her right to live in the village like other young people. She wants to live to her last breath to have a natural death. Pym wants to get out of the village to become successful in life she gets her share of gold bar without sacrificing any life. She courageously comes to the villagers and says about the risk of taking the gold without proper enquiry. Thus she saves Berta and gives the proper answer for the devil’s question. The life experience of both of the women portrays them as counselors and fighters who fight over alienation to obtain pacification.

Works Cited :

1. Coelho, Paulo. *The Devil and Miss Pym*. Translated by Amanda Hopkinson and Nick Caistor. HarperCollins. 2001.
2. S. Hall Calvin, Gardner Lindzey, John B. Campbell. *Theories of Personality*. S. B. Printers Noida, 1957.
3. Feist. Jess, Gregory J. Feist, Tom. Ann Roberts. *Theories of Personality*. NewYok, McGraw Hill Education, 2018.
4. <https://biblereasons.com/old-age/>

Quest for Human Relations in Sudha Murthy's *The Mother I Never Knew*

C.R. Aani Mol¹, Dr. F. Meena Theresa²

1. Research Scholar, Reg.no: 19213014012013, Department of English and Research Centre, Annai Velankanni College, Tholayavattom.
2. Research Supervisor, Associate Professor in English, Department of English and Research Centre, Annai Velankanni College, Tholayavattom.

Abstract

Sudha Murthy is a present Indian Social Worker, Philanthropist, teacher, Author and a Chairperson of Infosys Foundation. Sudha Murthy's *The Mother I Never Knew* is a fictional novella, contains two parts. Both the stories in the novel conceal a secret about the mother whom the protagonists never knew. The writing styles of both the stories are very simple and clear. They are very interesting story and make the reader go deep into them. Venkatesh's father reveals a secret to Venkatesh that he had a second wife and he wants to pay a debt for them before his last breath. Mukesh is an adopted child and he wants to identify his biological mother. At the end of the stories, they find their mothers. Both of them need to pay a debt for the poor mothers with what they have. The two parts of the Fictional novella deals with the life of human relationship in the present Scenario. Mothers in Matrilineal societies have close and loving relationships with their children even though they are not members of the same Matrilineage.

Keywords : Human relationship, poverty, adoption, Matrilineage.

Sudha Murthy is a philanthropist, teacher, writer, author and a social worker. She is a Chairperson of Infosys Foundation. She has got many awards and explores the impact of the life of human beings in the society. *The Mother I Never Knew* is a fictional novella, which is about two people searching for their respective mothers. In the first part of the novella, Venkatesh is a bank manager, who lives in Bangalore with his family. His wife Shanta is a business minded person and does not know the value of feelings and emotions. Her only motive is to make money and doesn't give value to the relationships. Venkatesh has a daughter named Gauri, who is like her father who is not interested in money and gives more importance to the relationships. Venkatesh's son Ravi is like his mother, a money minded person. Gauri always supports her father and his values.

When Venkatesh gets transfer to Hubli, he comes to know that there was a person who

looks alike and he is living in that area. He tries to make an investigation about that particular person. His name is Shankar, he is a school master. Naturally he thinks that Shankar is his twin brother and he wishes to collect more information about Shankar. At that juncture there comes a phone call from Bangalore that his father Setu Madhava Rao is in a critical condition. He comes back to Bangalore. Before his last breath, his father reveals about his past life that he had a secret wife named Bhagirathi and has a son named Shankar. Now Venkatesh is clear that Shankar is his brother. Venkatesh meets Bhagirathi, who lives in an old mud house who wears white saree and he asks about her life story.

Tears fill in Bhagirathi's eyes as she starts to tell her story. By chance Madhava Rao had married Bhagirathi against his mother's wish. Bhagirathi gets pregnant but his mother plans to separate her, as she belongs to a poor family. They only lived together for fifteen days after marriage. Madhava Rao and his mother leaves her and goes back. People started gossiping among them that she was not a virgin woman, and that they lived together for fifteen days. Bhagirathi had an illegal relationship with someone else as Madhava's mother told that Madhava was killed in a train accident. Poor innocent Bhagirathi believes her mother-in-law. Venkatesh comes back from there and he wishes to pay the debt for Bhagirathi as his father's wish. For six months Venkatesh stays in Hubli. So far Shanta does not make a phone call to Venkatesh to enquire about him and his health. Now she calls him and speaks about Ravi's marriage. Pinki is from a wealthy family so Shanta wants their son to marry Pinky. She does not decide any matters with Venkatesh. Gauri supports her father and she says that she wants her father to decide her marriage. After Venkatesh comes back to Bangalore he tells all the matter to Gauri, that he wants to repay the debt. Gauri says that, "Without a second thought," she came her reply. 'Anna is not asking anything for himself, he's trying to compensate for the wrong done by his elders. If you want, I'll give fifty lakhs from my share of the inheritance. Anna's happiness is more important to me.'" (108)

Family relationship is most important in human life, in such relationships a man can survive to attain his needs and necessities. Family is something that gives mental as well as physical strength to do everything. Relationship is the thing that connects us and holds us together. Each member in the family has their own role to run the family smoothly. Here Shanta being a part of the family forgets to give her support and put effort. She gives more importance to the money forgot to build up her family. This leads to lack of mutual understanding among them. "People have a fundamental physical, emotional and intellectual dependence on nature". (Kellert, 7)

In the second part of the novella, Mukesh marries Vasanthi, a caring wife and a good supporter to Mukesh. Mukesh's parents are Rao Saheb and Sumati. He has a sister named Neeraja and her husband was staying with her in her home. Suddenly Mukesh's father dies. After his funeral, when Neeraja and her husband clean the house they get an information through a photo of Neeraja and Mukesh, that Mukesh is not the hire of the family but an adopted son. Mukesh is ready to search his biological mother after knowing the fact. Mukesh enquires Sumati and comes to know that Rupinder is his real mother.

Sumati discloses her past story to Mukesh that, he was a son of Rupinder. Rupinder's mother-in-law tells her son that Mukesh is a curse to the family, so Rupinder cannot bring up her son peacefully. Rupinder's family decides to leave Mukesh in an orphanage. Sumati asks for Mukesh and promises that she will take care of Mukesh as her own child. Rupinder happily

gives the child and a gold chain to Sumati. “Give him a good education and raise him to be a good human being. Knowing you, I’m sure that you will do that anyway” (154). After that Sumati’s family becomes rich. Hearing all the stories Mukesh decides to search Rupinder. When he meets Rupinder, he finds that to see him and that she was shocked, she did not expect her son’s visit. Rupinder tells another story about Nirmala to Mukesh and discloses the fact that, Nirmala is the biological mother of Mukesh. Nirmala gets pregnant by an illegal relationship by her tuition master in village. Knowing the information that Nirmala is pregnant they send her to a village with a maid. The people from the village think that Nirmala is affected by an untouchable disease and that is not supposed to come outside from the house. That time Rupinder also comes to her mother’s home for delivery. Rupinder gets eager to meet Nirmala. She meets Nirmala and gets to know the news that she was pregnant.

Rupinder becomes a good friend to Nirmala. Almost Nirmala and Rupinder have a same date of pregnancy. Labour pain comes to Rupinder and unfortunately Rupinder’s baby dies during delivery. Rupinder is sad and she doesn’t know how to reveal the truth to her husband’s home. After some days Nirmala faced her labour pain and she is admitted in the hospital. Nirmala gives birth to a baby boy and Nirmala’s father decides to kill the baby. Rupinder comes to see Nirmala and she pleases Rupinder to take her baby. Now Rupinder gets a chance to become a mother so that she can shut the mouth of the members of her husband’s family. Rupinder’s family members do not treat the baby as their own and tell her that the baby was a curse. Thus, she gives him to Sumati. Mukesh goes to meet his biological mother. Now Nirmala is a wife of Minister Brij Mohan. Mukesh took an appointment to meet the minister. Mukesh says that he was from BBC and he has come for an interview with the minister’s wife. He asks personally to Nirmala about his illegitimate son. She is shocked and reveals her that he is that illegitimate son. Nirmala feels sorry for Mukesh. Now Mukesh is satisfied that he met his biological mother. Mukesh felt heart filled and he comes back to Sumati and tells all the incidents that he has faced in search of his biological mother. Sumati feels happy that she has got back her son Mukesh. “In such cases, children retain relationships with biological and adoptive family members and may even move fluidly between them” (37).

Life goes on smooth when everyone does their duty and become the good partaker of the family they belong to. Sometimes the members of the family deny the reality and reject the members of the family. The search of the biological mother is the search for the love, the love that holds as throughout every part of the life. Relationship, when it holds the real sense to understand and love, then the family becomes happy forever.

Works Cited :

1. Kellert, Stephen. *The Value of Life: Biological Diversity and Human Society*. Washington: Island Press. 1997.
2. Martha, Ward. *Nest in the wind: Adventures in Anthropology on a Tropical Island*. Long Grove IT. Waveland Press. 2005.
3. Murthy, Sudha. *The Mother I Never Knew*. New Delhi, Penguin Books India. 2014.

Revisioning of Anita Diamant's *The Red Tent* into a Revisioned Feminist History

S. Fransta Darshana¹, Dr Alby Grace²

1. Reg. No: 18123044012006, Research Scholar, PG& Research Department of English, Holy Cross College (Autonomous),
2. Research Supervisor, Assistant Professor, PG& Research Department of English, Holy Cross College (Autonomous),

Abstract

Anita Diamant's *The Red Tent* discusses the history of the Israelites from a different perspective. The author tells the story of the biblical character Dinah, Jacob's daughter and Joseph's sister, vizier of Israel according to the Hebrew Bible. In the Bible, Dinah's story is mentioned briefly. Diamant tries to give a voice to the character of Dinah as well as her mothers. The novel *The Red Tent* is a path-breaking work and a landmark in the history of feminism. *The Red Tent* is a novel more sympathetic to female characters than male and the first half of the novel is pretty much all about the relationships between the women. One of the strongest themes in the novel is women's relationships. The paper tries to bring how the author has tried to envision the biblical story of Dinah into feminist fiction.

Keywords : Revision, feminist fiction, radical departure, feminist retelling.

Anita Diamant's *The Red Tent* discusses the history of the Israelites from a different perspective. The author tells the story of the biblical character Dinah, Jacob's daughter and Joseph's sister, vizier of Israel according to the Hebrew Bible. In the Bible, Dinah's story is mentioned briefly. The story says that Dinah is raped by an Egyptian Prince. Simon and Levi, two of her brothers avenge Dinah by killing all the men in the city. After that, Dinah is never mentioned again in the Bible. Diamant mentions on her website as "Dinah is one of the silent women of the Bible. Her silence intrigued me... gave me a window. When there was silence, I created three hundred pages." The author tries to give a voice to the character of Dinah as well as her mothers. The novel *The Red Tent* is a path breaking work and a land mark in the history of feminism.

The protagonist Dinah weaves the story of her life with her mothers and brothers who are part of her life. Every theological work speaks highly about the clans but fails to speak about the women in the clans. Diamant reconstructs it and frames it from a feminist perspective.

She lays the construction of the feminist retelling by giving the women a required space in her novel *The Red Tent*. The myth of women perfects the changeable and permanent myth of the human condition, the division of humanity into two classes according to gender. It projects into the world of platonic ideas of what is experienced or conceptualized through experience. This is a transcendental idea, an absolute truth. It is a truth that women are the “other” than men which are felt in desire, embrace and love. But, the real relationship between men and women is reciprocal. It is the mutual recognition of free beings who confirm one another’s freedom. The myths of women are incompatible and incoherent. Each of the myths of omen is incompatible and incoherent. Each of the myths claims to have the sole truth. The novel tries to bring out the hidden truth about Dinah’s family through the novel.

Simon de Beauvoir in one of her chapters in *Second Sex* “Myth and Reality” brings the quality of a supposed good woman expected by society. “they can appear in some other settings at home with their fathers, brothers, husbands, or lovers as guardian angels” (287). Diamant too depicts her characters as good women who dedicate their full time to the welfare of their husbands. Dinah explains that her father Jacob has four wives, so she has four mothers. Leah is Dinah’s biological mother. She learns from her mother and her aunts. The women fulfil their duties by bearing sons, but they long for daughters.

The Red Tent is a novel more sympathetic to female characters than male and the first half of the novel is pretty much all about the relationships between the women. One of the strongest themes in the novel is women’s relationships. Diamant’s vision of this time in history feels so authentic; it is as if the writer observes the family of Jacob. She imagines the concerns of the women in the group and the dynamic between them has been created by their contrasting personalities. Diamant herself says on her website as:

The Red Tent is not a translation but a work of fiction. Its perspective and focus on the female characters distinguishes it from the Biblical account, in which women are usually peripheral and often silent. By giving Dinah a voice and by providing texture and content to the sketchy Biblical descriptions, my book is a radical departure from the historical text.

Diamant takes liberty with biblical sources. She richly illustrates the world of Laban’s family and the community of women formed by his daughters. She brings up how they pave the way for creating a well-known clan. She beautifully describes the sisters. Diamant portrays Rachel as a beautiful woman as mentioned in the Bible. Her skin is golden, honeyed and perfect. She is small-boned and has muscular hands and a husky voice that seems to belong to a much larger woman. Her nickname is Tuki which means sweetness.

Rachel has an innate sense of fresh water. Rachel smells like water. Wherever she walks, the scent of fresh water fills the entire area. It is an impossible smell, green and delightful in those arid, dusty regions. She has been the reason for her family’s prosperity. There are hopes for Rachel to become a water witch. A water witch can find hidden wells and underground water. She does not fulfil their hope. The aroma of sweet water clung to her robes. When Jacob sees her, he falls in love with her at first sight. She is to be the supposed first bride of Jacob. Before a few days before the wedding, Rachel fears her wedding night. Zilpah encourages her to confess her worries. On the day of her wedding, she panics and makes arrangements with Leah to take her place. Leah takes her place and becomes the first wife of Jacob even though Jacob has asked for Rachel as his wife. Diamant reconstructs this biblical

story from a feminine perspective. In the Hebrew Bible, it is Laban who interchanges the brides and makes Leah get married to Jacob. He works for the next seven years for Laban to earn the bride price Rachel. Diamant through the novel proves herself as a feminist and delivers the necessary feminist retrospective. She gives the character to think and acts as the leader, but not as the slave.

Jacob was cheated on by Leah and Rachel. But, he performed his duty prior needed as a husband. But he asks for a dowry from his father-in-law. He says:

“I will take another tenth of your herd for relieving you of your ill favoured daughter. And to be fair, I will work for you another seven months, as the bride price for Leah.” (41)

Diamant alternates the original descriptions that are mentioned in the Bible. She turns Leah's mismatched eyes into an identity of her own. Everyone is frightened of Leah's eyes as they resemble the eyes of a witch. Many are convinced that she is a devil. The midwife cries out that a witch has been brought forth and Leah has to be drowned. But Dinah's grandmother slaps her and names the child Leah, which means mistress.

It is said in the Hebrew Bible in the Chapter Genesis 29:17 as “Leah had tender eyes” (35). It is argued as to whether the adjective tender means delicate and soft or weary. The Torah, the holy book of the Jews, cites how Leah's eyes have become weak. Dinah seeks to tell her version of the story and corrects the mistakes in the tale of her family. For example, in this story, Leah is destined to marry Jacob's older twin brother Esau. The two brothers are opposites, Jacob is a god-fearing scholar and Esau is a hunter who indulges in idolatry and adultery. In the Torah, it is mentioned that the eldest daughter will be married to Esau, and the youngest daughter will be married to Jacob. Hearing this Leah has spent most of her time weeping and praying to God to change her destined mate. Thus, the Torah describes her eyes as soft from weeping. God hearkens to Leah's tears and prayers and allows her to marry Jacob even before Rachel does.

Diamant uses this parable in her novel to make the narrative interesting. She delivers the parable through the voice of the protagonist Dinah. She says Leah's vision is perfect. Dinah says about the parable in uncertainty: “According to one of the more ridiculous fables embroidered around my family's history, she ruined her eyes by crying a river of tears over the prospect of marrying my uncle Esau” (12). According to Dinah her mother's eyes are not weak or rheumatic. The truth is that her eyes make others weak and most people look away rather than face them. One of her eyes is blue as lapis, and the other is green as Egyptian grass. The author firmly stresses the discolouration of her eyes as an identity of Leah. This unusual defect in her creates a stronger character next to Dinah in the novel.

The novel speaks about birth as the beginning of life. Diamant has researched female medicine, midwifery, birth control and abortion which have been used in the ancient Eastern regions. She seeks details about the tools that are used by women at the time of delivery. The birthing reeds and flat bricks are historical. She writes about food, clothes, midwifery, family arrangements, and customs of the ancient Near East. Using historical cultural information and her imagination, she weaves rich detail into her retelling of the lives of Jacob's women folks.

The importance of motherhood is beautifully portrayed by the author. Motherhood is

the most beautiful thing that can ever happen to a woman. Diamant being a woman sketches out beautifully the emotions and pains hidden behind the experiences of motherhood. She has not failed to deliver the happiness of a newborn in a family through her narration. When Rachel finds her pregnant she does not conceal it from anyone. Just like other women, she feels happy within herself about the new arrival. Leah goes to her mother and puts Adah's hands over her belly. The old woman hugs her daughter and says "I did not think I would live to see a grandchild" (43). Rachel is proud of her status as a head wife, and she is sure that she is going to give birth to a boy.

Leah bears eight children from Jacob, whereas Rachel has several miscarriages. The family shares the happiness with Leah and consoles Rachel in her grievances. When the happy noises of children surround them, the blessing is not equally distributed. After the miscarriage of Rachel, the sisters help her to regain strength by giving a fennel concoction. Rachel feels jealous of Leah so she is not able to smile at her. But Leah forgets everything and consoles her. To get rid of her barrenness, Rachel tries every remedy she knows. She wears only red and yellow the colours of life's blood and the talisman for healthy menstruation. She sleeps with her belly against trees which are sacred to the local goddesses. Whenever she sees running water, she lies down in it, hoping that the life of the river can inspire a new life within her. She dines on a snake which has the power to give birth to itself. Diamant lists the remedies undertaken by Rachel to overcome her barrenness. The opening of the mother's womb is considered the opening of a woman's life. According to Rachel, unless barrenness is overcome, she is not fit to be called a woman. After giving birth to her son, her husband and the child frame her identity as a woman.

The novel *The Red Tent* speaks about the influence of the family concept on the growth of an individual. It is unavoidable that a peaceful family renders a healthy atmosphere for the family members. This novel deals with the characters belonging to the Biblical past. But these characters are suitable for readers of modern ages too. The novel, which is a historical romance caters itself and delivers according to the tastes of the modern Jewish readers. Diamant by exploring the hidden facts of the clan stresses the concept of familial livelihood through her novel. Diamant can move women from the periphery of religious practice to the centre. The novel links the passions of the early Israelites to the ongoing traditions of the modern Jews. The writer succeeds in depicting the lives of women at that age and their faiths, beliefs, and their customs of that age.

Works Cited :

- Beauvoir, Simon de. "Myth and Reality". *The Second Sex*. New York: Vintage Books, 1989.
- Diamant, Anita. *The Red Tent*. New York: Pan Books, 1997.
- Diamant, Anita. *Anita Diamant*. Jan. 16.2013, <https://anitadiamant.com/>. Accessed 12 Feb.2023.
- *The Holy Bible. New International Version*. New York: International Bible Society, 2009.

Language Learning and Resilience: A Study of the Prejudices and Trauma of the Refugee-Children in *the Boy at the Back of the Class*

Juvi R. Sylfin¹, Dr Sidney Shirly²

1. Ph. D. Research Scholar, Reg. No.: 20123164012031, Department of English & Centre for Research, Scott Christian College (Autonomous), Nagercoil – 629 003
2. Research Supervisor, Associate Professor, Department of English & Centre for Research, Scott Christian College (Autonomous), Nagercoil – 629 003

Abstract:

It would not be an exaggeration to state English as a global language as it is entangled with everyday life. Language serves as a vehicle to communicate a person's thoughts and emotions and enables in proper articulation. It is impossible to think of social relationships without language as it helps put across the barriers in any relationship in terms of words. Language learning supports an individual to establish a proper identity in the society. In the case of people who migrate from one part of the world to the other part, language learning becomes a crucial aspect as it helps them obtain and fulfil their basic needs. Language learning helps people irrespective of forced migration or voluntary migration.

This paper initiates a study on the role of English language learning which enables a refugee-child to emerge empowered and overcome traumatic experiences. The novel for the chosen study is titled *The Boy at the Back of the Class* by Onjali Q. Rauf. It presents the struggle of a young boy who arrives at London as a refugee due to the civil war at Syria. The novel is narrated in the first person by a child narrator named Alexa who records Ahmet's acclimatisation in the new environment. Ahmet reaches the place with lack of comprehension and inability to communicate in English language. The novel effectually registers a child's trauma as a refugee and offers an insight into his experience in the strange land.

Keywords : Language, English, Identity, Migration, Refugee

War leads to large scale migration of people from one part of the world to the other. Refugee crisis is an on-going serious crisis in the entire globe. The adapting of refugees into a newer unknown land is a challenge that is bundled with the already ailing emotional crises. A vast range of issues, from the personal to the political, affect refugees, including sentimentality, food, language, culture, traditional values, different laws, ignorance of the local culture, housing, religious conviction, education, and unemployment. This paper traces the impact of Syrian Civil War in the psyche of young minds, with the help of a representative character – Ahmet. Families have endured great violence since the origin of the Syrian Civil

War on March 15, 2011, and many have been slain and displaced both internally and in neighbouring countries.

The protagonist of this children's fiction is Ahmet; Young Ahmet, who is only nine years old, leaves the country because of the Syrian Civil War. He migrates across Greece, France and London in the process, but also loses his sister Syrah in the sea and his parents while travelling. He attends school at London after being adopted by foster parents and meets Alexa, Tom, Michael and Josie. With the exception of the narrator Alexa, Ahmet is treated strangely as he enrolls at the school in London. No one else offers him a welcoming hand. Everything in Syria, starting with his family and food, makes the child homesick. He struggles to adapt to the constant changes in surroundings. His classmates and a few uninformed professors oppose granting sanctuary to refugees and tease him. Ahmet is the target of intense hostility as some people think they would become unemployed if immigrants and refugees arrived in their country. Mrs Grimsby, a student's grandmother, comments, "It'll cause trouble – you mark my words. They're only coming over to take our jobs!" (31). Refugees, no matter rich or poor, are deprived of their life of comfort and end up in a foreign country, yet they are rarely welcomed with open arms. The host's reception is filled with a lot of anger and hostility; Josie is Alexa's friend and her father says, "... Refugee Kids are dangerous, and that they lie and steal things ... stay away from the new boy ... probably a criminal!" (49).

Later, Ahmet is encouraged by his friends, who push him to communicate and despite the wrong guidance of the adults, they do not have a biased opinion regarding Ahmet's identity. Rauf does her best in the portrayal of a young boy facing difficulties in a strange country where everything is queer. Immigrant in a new country finds the language, accent, cuisine, beliefs, ideologies, colour, and legal system different. Hence, Ahmet is hesitant to talk to anyone when he initially arrives at the school in London. Alexa, the narrator, remarks on the visible hostility faced by Ahmet and says, "... stare and scowl at you like Clarissa was doing" (12). Ahmet carries an old tattered red rucksack and looks sad with frightened eyes. She adds, "The new boy's eyes were like those of lion's eyes" (13). Ahmet struggles to adjust to the change in his schooling and social relationships as a new student at the school.

In the sphere of education, a degree or grade earned at the college or school-level, respectively, may not always be comparable to the educational system in the home country. There are way too many ethnic and even sartorial variables for a new immigrant to adapt to right away. Migrants may experience physical and psychological abuse because of their race and may fall prey to predators who are racist. The Syrian Civil War is highlighted and majority of Lebanon's schools and those in its neighbouring nations have space for many Syrian pupils.

Ahmet received his education at a school in Syria and only speaks Kurdish; he is illiterate in English. As per Ms. Hemsî, there is no requirement for learning English in Syria. UNHCR's (The United Nations High Commissioner for Refugees) Innovation Service points out:

Syrian refugee children struggle to make sense of lessons taught in English or French, which are official languages in Lebanese schools. Children have to speak Arabic and English or Arabic and French from as early as Kindergarten. As much as Arabic may not be a problem, English or French is an issue for Syrian refugees. A 2012 assessment by UNICEF and Save the Children showed as a result, children were being placed in lower grades than the ones they attended in Syria. (UNHCR's Learn Lab)

Communication is made difficult by a lack of English comprehension. Ahmet is unable to use the same workbook as his classmates despite the fact that he attended school in Syria. The education system used in London is not comparable to the knowledge acquired in his country. Clarissa, his classmate, observes, “. . . he was using a lower year workbook, so his reading and writing mustn't be very good” (17). The older pupils are often curious when children transfer to newer educational institutions. Everyone in the class finds Ahmet to be strange because he avoids talking to them. His classmates subsequently fabricate rumours and gossip about him. They propagate the allegation that he is kept at the Head's office because he is too dangerous to be left in the playground with the other kids.

Only Alexa, the narrator, is truly eager to get to know and interact with Ahmet. She presents him with tokens like lemon sherbet and fruits decorated with eye-catching stickers. She goes on adventures in search of pomegranate: Ahmet's favourite fruit. Alexa's friends later befriend Ahmet but the other racist children in the class like “Brendan-the-Bully-Brooker” (23) are extremely indifferent to Ahmet's plight. Ahmet is unable to get over his inhibitions despite the narrator's offers of friendship and presents. Although the kids in the class are roughly Ahmet's age, they have very diverse worldviews. Since Alexa lost her father when she was still relatively young, she undoubtedly finds it easier to sympathise with Ahmet's plight. Ahmet is helpless in London because he lives with his foster parents—not his actual parents.

Ahmet's harrowing experience in the war has left him vulnerable in his new environment. Therefore, he finds it challenging to practise acceptance and trust. A traumatic incident, such as a disaster, an accident, a terrorist attack, a war, or a rape, can leave a person with posttraumatic stress disorder (PTSD). Not only the victims, but also their family members and even bystanders are affected by the trauma. During the forced exodus from Syria, Ahmet loses both his parents and sister. As a result, he has trouble adjusting to his new surroundings in London. Alexa comments, “I think it must be one of the worst things in the world to be new to a place and have to sit with people you don't know. . . a boy who looked as scared and as sad as the one now sitting at the back of our class” (12). Judith A. Lyons in her review article “Posttraumatic Stress Disorder in Children and Adolescents: A Review of the Literature” observes that, “. . . traumatic events are outside the realm of usual experience, the individual has no schemata to assimilate or accommodate the new information. The inability to process the event cognitively is said to create anxiety, which is further compounded by subjective interpretations of threat” (349).

Ahmet is often frightened and Alexa wants to befriend him and so she is very kind and compassionate towards him. She is curious to understand what is meant by a “refugee kid” (39). Her mother, a librarian, is also very considerate and encourages her daughter to extend friendship to Ahmet. She explains about refugees and about their real problem. She says, “. . . they've had to leave their homes, and travel very far to try and find a new house to live in” (42). Alexa's mother adds,

. . . refugee children have been forced to run away – because bad people have made it impossible for them to stay. Those bad people drop bombs on their houses and destroy all the beautiful part of their cities . . . walk for miles and miles and get into boats to travel to countries they've never been to before . . . safe enough to live in again. (43)

Alexa's mother, Mrs. Khan and Ms. Hemsî are responsible adults who instil moral principles in children. Contrastingly, there are certain awful educators like Mr. Irons and disrespectful pupils like 'Brendan the Bully' that harm Ahmet. When the four friends try to reunite Ahmet with his family towards the end, some neighbours spew hate speech. Mr. Greggs, a neighbour, criticises, "... pesky refugees are only here because they want a piece of our benefits pie! ... immigrant pests ... easy life without having to work a day for it! ...'" (226); Brendan-the-Bully sings a made up song: "Ahmet the refugee smells like poo! So we're gonna stuff him in a bag, And flush him down the loo!" (258). This kind of emotionally injuring hate comments affect the already broken hearts of the refugees.

Ahmet finally shares his deepest grief to Alexa. He says, "I not know where is Dad. Maybe he dead too" (138). Alexa adds, "He pointed to the ocean ... 'Syrah ... she is ... in the sea?'" (139). Ahmet's problems are too much for a child of his age to handle. He has lost his entire family, with no knowledge of his father, dead sister and, "Mum sick. Last time I see her" (139). He is unsure of what has happened to his parents. He goes through this personal emotional crisis and in the long run, is exposed to the bullies at school.

Children are subjected to various humiliations in the school by mean children. Brendan-the-Bully makes fun of Ahmet calling him, "Oi! Smelly Refuge Bag!" (136). Bullying and name-calling are widespread among kids, and these actions need to be investigated and corrected. The bullies in the class occasionally tease and annoy Ahmet, and after hearing about his terrible tale of escaping from grenades and other lethal weapons, their behaviour towards him does not change. Certain children, who lack empathy and enjoy a life of comfort, do not comprehend Ahmet's psychological anguish, and as a result, they do not care for Ahmet. The majority of the pupils in the class, however, idolise Ahmet and feel sorry for his plight after he learns to speak English and express the tragic events in his life. Alexa comments, "... as sad and scary as it was, it was sadder and scarier because it wasn't just a made-up story from one of our reading books. It was real. Ahmet had survived everything his pictures had shown and was here. With us. Knowing that made me feel sorry and proud for him all at once. ...'" (113) Ahmet's classmates are awestruck with his plight and remark, "Woah! He's seen a real bomb AND a real gun!" (108). Kiselev et al in the Swiss Medical Weekly journal article titled "Problems Faced by Refugees and Syrian Asylum Seekers in Switzerland" formulates the result of his data analysis as,

... besides physical health problems, Syrians experience primarily two types of problems: practical and psychological (emotional) problems ... Refugees and asylum seekers are susceptible to developing common mental disorders due to their exposure to stressful experiences before, during and after their flight. The Syrian Civil War, which started in 2011, has led to a massive number of Syrians seeking refuge and asylum in European countries ... (Kiselev 1)

When Ahmet joins school, he does not comprehend English. Despite his parents and himself being educated: "Ahmet's father was a teacher. And his mother wrote for a newspaper" (116), he finds it hard to get adjusted to the new environment in London, mainly because of language. Language becomes a barrier to extend friendship and find solace. Ahmet's lack of understanding of English is surprising to his friends. So Ms Hemsî says, "... in Syria nobody needs to speak English. Just like you don't need to speak a Syrian language here in

England” (59). Despite being a universal language, not the entire world speaks English. Due to their lack of knowledge in English, French, or German, the majority of refugee children have a difficult time adjusting in the neighbouring nations. Due to their lack of English proficiency, refugee children who immigrate to the West fall behind their native peers.

Amin Awad, the UNHCR Middle East and North Africa Bureau Director and Regional Refugee Coordinator for the Syria and Iraq Situations, in the foreword for the British Council’s *Language for Resilience*, opines, “Language is an equaliser. When a child can speak and write in the language of the host country, this creates confidence and self-assurance, allowing children to communicate with their peers, and helping to build a solid educational foundation which will serve them for the rest of their lives” (Awad 5). The ability to speak the majority language provides refugee children control over their emotions and makes it possible for them to learn the required knowledge and skills.

According to case studies and research among refugee children, language becomes a major barrier for refugee students to interact, educate and develop social relationships. British Council’s *Language for Resilience: The Role of Language in Enhancing the Resilience of Syrian Refugees and Host Communities* states:

Language-learning activities may create safe spaces to work through the effects of trauma and loss of learning. . . provision of creative activities, play and stories in formal and non-formal education. . . it could also be combined with second language learning. English language programmes already use storytelling and drama as a way of interactive communication . . . (Capstick 23)

In the novel, learning a new language boosts Ahmet’s resiliency. He accepts the trauma and experiences from his past. He uses language as a tool to help him express his feelings. He is able to narrate his experience with the assistance of Mrs Khan, his teacher, and his aide, Ms. Hemsî. Ahmet’s first step in healing his psychological trauma is to describe his life with his family in Syria.

Having advanced linguistic abilities helps one get better emotional support to emerge resilient from a traumatic event. However, understanding the native tongue of the host nation will enable children who are refugees to communicate more effectively and convey emotions on a greater scale. The countries that are hosting refugees are making efforts to provide kids with a good education. Priority is placed on language study to maximise future employment opportunities. Every host nation’s first priority should be to educate the refugees since doing so will inspire them to rebuild their war-torn countries in the future. As a result, learning a new language not only fosters compassion and empathy but also aids resilience and the capability to convey emotions, thereby nurture humanity.

Works Cited :

- Awad, Amin. Foreword. *Language for Resilience: The Role of Language in Enhancing the Resilience of Syrian Refugees and Host Communities*. By Capsick, Tony and Delaney, Marie. Report. British Council, 2016, pp. 5 – 27,
- https://www.britishcouncil.org/sites/default/files/language_for_resilience_report.pdf
- Kiselev, Nikolai. et al, “Problems Faced by Syrian Refugees and Asylum Seekers in Switzerland.” *Swiss Medical Weekly*, Oct. 2020, pp. 1 – 11, https://www.researchgate.net/publication/344889684_Problems_faced_by_Syrian_refugees_and_asylum_seekers_in_

Switzerland

- Lyons, Judith A. "Posttraumatic Stress Disorder in Children and Adolescents: A Review of the Literature." *Journal of Developmental and Behavioral Pediatrics*, vol. 8, issue 6, Dec.1987, pp. 349 – 356, https://journals.lww.com/jrnldb/Citation/1987/12000/Posttraumatic_Stress_Disorder_in_Children_and.7.aspx
- Rauf, Onjali Q. *The Boy at the Back of the Class*. Orion Children's Books, 2018.
- UNHCR's Learn Lab."Five Challenges to Accessing Education for Syrian Refugee Children." *UNHCR: Innovation Service*, Aug. 2016, <https://www.unhcr.org/innovation/5-challenges-to-accessing-education-for-syrian-refugee-children/>
- Wessels, John. *Background Guide: Access to Education for Refugees*, MUN Refugee Challenge, pp. 1 – 6,
- <https://www.unhcr.org/getinvolved/raising-awareness/5df9f1767/model-un-refugee-challenge-background-guide-improving-access-education.html>

Representation of Women's identity in Ruth Praver Jhabvala's Novels

K. Asvini¹ & Dr. R.C. Sheila Royappa²

1. *Research Scholar, Dept. of English and Research Centre, Seethalakshmi Achi College for Women (Affiliated to Alagappa University), Pallathur.
Email id: asvinishiva@gmail.com, Ph. No 8667099618*
2. *Associate professor, Dept. of English and Research Centre, Seethalakshmi Achi College for Women (Affiliated to Alagappa University), Pallathur.
Email id: poorsheila@gmail.com*

Abstract

Ruth Praver Jhabvala is one of the noticeable women novelists in Indian English writing. She gives her liking with the supporters of women's liberation. She presents the urban white-collar class life in and around Delhi. Her women characters speak loudly against the male-centric powers that deny opportunity to women as delighted in by men. They additionally take a stab at their character in the male ruled society. The current research paper dissects Jhabvala's tale *Get Ready for Battle* (1962) from the women's activist perspective. Mrs. Sarala Devi is the spouse of Gulzari Lal, a rich Punjabi representative. She strongly raises her voice against male strength and abuse of women by men. Throughout this battle she restricts straightforwardly the corrupt propensities for her better half and her sibling. She restricts her significant other's endeavor to purchase the place that is known for Bundi Busti and remove the occupants for his monetary gain. She lashes out at her sibling Brij Mohan who leads corrupt life and keeps connection with housemaids. Jhabvala advocates for opportunities for women. It is additionally observed on account of Sumi, a youthful eligible young woman of the novel.

Keywords : Feminism, Society, Freedom, Willpower, Maledomination.

Ruth Praver Jhabvala is a famous women novelist, story essayist, and content author for films. She has a long and recognized composing profession. K. R. Srinivasan Iyengar apropos remarks on the imaginative virtuoso of Jhabvala: "It is, nonetheless, simply after the Second World War that women novelist of value has started enhancing Indian fiction in English. Of these authors, Kamala Markandaya and Ruth Praver Jhabvala are irrefutably the most extraordinary." (Iyengar 438) Booker Prize-winning author and multiple times Academy Award-winning screen essayist, Jhabvala was conceived on seventh May 1927 out of an agreeable white-collar class German-Jewish family in Germany. She came to England in

1939 when she was twelve and took an M.A. degree at the London College. She wedded Cyrus H. Jhabvala, an Indian Parsi planner in 1951 and settled in Delhi and lived there with her family till 1975. She settled in New York, USA in 1975. In 1986 she took American citizenship. Khushwant Singh rightly calls her “the adopted daughter of India” (Shahane 23). Her prominent novels are – *To Whom She Will* (1955), *The Nature of Passion* (1956), *The Householder* (1960), *Get Ready for Battle* (1962), *Esmond in India* (1958), *A Backward Place* (1965), *A New Dominion* (1973), *Heat and Dust* (1975), *In Search of Love and Beauty* (1983), and *Three Continents* (1987). *Heat and Dust* won Booker’s Prize for fiction in 1975. Ruth Prawer Jhabvala has a female contemporary urban reasonableness. With her intensity of close perception, she presents her encounters with taught urban center class of Delhi in the post-independence India. Like Jane Austen, she presents minuscule investigations of an ordinary India. She has a close perception of a restricted class of taught white-collar class Indians in and around Delhi and is frequently ironical while introducing the Indian family life and the battle of the urban white-collar class to adjust to new social portability. She contemplates female issues and communicates her anxiety and compassion toward the female people. She likewise portrays conjugal disunity in Indian culture, whose reasons lie in the inflexibility of the male conduct. M. A. Waheed suitably says: “Conjugal disharmony is certainly a reality, a difficult upsetting truth of marital life, however its causes are established in the inflexibility of male conduct and thus in apparently irregular relations of ladies” (Waheed 176). As a women’s activist, she advocates for ladies opportunity and uniformity. She has encountered that in this man-centric culture ladies are given optional treatment. They need to follow the directs of their dads and spouses. Her women characters speak more loudly against male mastery. Jhabvala’s women’s activist concern is found in her novel *Get Ready for Battle*, and it causes us to apply the term woman’s rights in an expansive sense to this work.

While depicting ladies in Indian culture, Jhabvala does not just present the ‘Sati-Savitri’ picture of Indian lady, she additionally presents a lady who needs to change the deep-rooted shows. This is clear in her *Get Ready for Battle*. In this novel, Sarla Devi is the spouse of Gulzari Lal, a rich Punjabi businessperson. She comes into direct clash with her better half who needs to purchase land at Bundi Busti for his monetary additions. Gulzari Lal additionally drives an indecent life and lives with his special lady, Kusum, a widow of a military official, Major Mehra. Kusum has two little girls as of now offered and has grandkids also. Also, Gulzari Lal has a child Bishnu and a granddaughter Pritti. Sarla Devi is a social laborer, a visionary, and Gandhian in demeanor. She can’t keep the indecent quest for her better half. She has been carrying on with a solitary life for a long time in her sibling, Brij Mohan’s home, giving her time and vitality in serving poor people. She isn’t apprehensive about separation if Gulzari Lal plans to do as such. Indeed, Gulzari Lal examines to separate from her so he can live with his fancy woman, Kusum, unreservedly, and legitimize his connection with her. At the point when he proposes to begin legitimate procedure for separate, she serenely tells Gulzari Lal that she will sign all papers prompting divorce: ‘If you like, she said meekly. ‘I am ready to sign anything you want.’ (39) She declares her aim while talking to Mrs. Bhatnager and Mrs. Das: “People of Bundi Busti are my duty and responsibility and I have never yet shirked my duty and responsibility.” (128) Mrs. Bhatnagar is the widow of a rich industrialist and President of the All India Society for Bringing Hygiene to the Depressed Classes. She too wishes that the ghetto tenants of Bundi Busti be moved to a spot mile from

the current site. Sarla Devi contends that after removal the destitute individuals should walk ten miles for work and return each day. Truth is that the rich individuals will make fortune out of removal of the ghettos. Indeed, even Kusum has compassion toward the ghetto tenants. She uncovers her emotions in these words: "There is nothing worse than to make your profit out of the suffering of the poor people. When I hear of such behaviour, I ask myself how is it possible for man's heart to be so full of greed that he has no feelings for others?" (128)

As a social laborer, Sarla Devi needs to hold up under a great deal of hardships. She carries on a very basic life in her sibling's home. She does her all family unit works. Her lone concern is poor people and the powerless. She strolls miles on pathway throughout the day; sits back among ghetto inhabitants attempting to take care of their issues and sharing their great and terrible days. She couldn't care less the snide remarks and analysis agreed to her by the rich. Indeed, even her kin, for example, Brij Mohan, her sibling, Bishnu, her child, and Mala, her girl in-law have no kindness for her. Frequently her sibling Brij Mohan becomes irate to see her commitment for poor people and the dejected. Her strength, free reasoning, and altruistic nature are all around refreshing by all. Kusum reveals her appreciation for Sarla Devi: "I have heard how independent she is, what a fine freespirt! I admire her so much and often I think of her and love her also." (93) Brij Mohan calls Sarla Devi a saint:

She is a saint! 'Brij Mohan cried.' For herself she wants nothing, only for others, always for others. If someone comes to her and says give me your jewels, give me your clothes, your food, the house you live in, she would give without one thought, she would strip herself of all (91).

Jhabvala communicates her disappointment at the misuse of ladies in male ruled society. Brij Mohan, Sarla Devi's sibling additionally drives a profane, vulgar, and improper life. He even maltreats his maidservants to satisfy his desire. This is the explanation why Sarla Devi censures him. One morning Brij Mohan tosses out Tara, his young house cleaner worker alongside her elderly person, charging that she needs to an ever-increasing extent presents and blessings. This demonstration of her sibling maddens Sarla Devi. She demands him to permit her to remain once more. Be that as it may, her request has no impact on him. She is especially irate with him at his improper propensities and indecencies. She doesn't spare a moment to remind his sibling of his improper demonstration. She strikingly reveals to her sibling how he abuses the maidservants:

But what do you want from her? She is ready for all your pleasures. She will sing for you. When you want her, she pours your drinks for you, she serves you. She lies on her back for you..... What more is there you want? (137)

Sarla Devi has profound compassion for the poor young lady/lady like Tara and her old lady. The elderly person additionally blames Brij Mohan for mishandling Tara: "Such a beautiful girl, and see how he has taken her youth and innocence" (143).

Brij Mohan utilizes ladies like Tara to satisfy his physical wants. He even admits before Kusum: "I have had to make do with the company of low women... What pleasure could there be for me with such people?" (145) Here the author uncovers her anxiety about how ladies are misused by men in man-centric culture.

In the finishing up some portion of the novel, we find that Sarla Devi's endeavors to stop the removal of the Bundi Busti go squander as the rich individuals like her significant

other prevail in their plan of removal the equivalent by paying off Ramchander, a pioneer of the Busti. Ramchander is an individual whom she has trusted yet he turns his side to the rich for cash: All different occupants of the Busti are convinced to abandon that place. Regardless of this disappointment, her assurance to support the reason for the poor is least influenced. On the opposite, she recharges her spirits after each disappointment and with retribution plunges concerning the treatment given to the young women in custom bound Indian culture. Sumi is a youthful unmarried young woman and the sister of Mrs. Shankar. Sumi lives with her sister; however, her folks live in Mathura. Mr. Shankar is a white-collar class man holding an administration work in New Delhi. Sumi wishes to lead an existence of opportunity. She reviles Mala's issue with her free moving with Vishnu, Mala's better half and Gautam in solid words:

Sumi began to pout. She came to realise that Mala had no right to address her in this manner and that it was time to uphold one's dignity. 'I am not a child.' She said. What is wrong? We are not in purdah, we are free like western women. I can go where I like with my friends. (77)

Then again, Mala maintains preservationist estimations of Indian culture and she admonishes Sumi for her free reasoning and transparently moving with young men – Vishnu and Gautam. Mala values conventional view with respect to conceding opportunity to ladies, particularly unmarried young ladies. She says: "Sumi, do you think it is right for young unmarried girl to go into the bazaar and sit in a shop with two men?" (77)

Again she declares :

And if I were your sister, I would not allow you to run here and there wherever you please and whomever you please, oh no... How do you ever expect to be married if you behave like this? What family will take you? (78)

When Sumi is brought to Mrs. Shankar's home by Bishnu in his vehicle she becomes irate with Sumi and Bishnu. She is additionally against giving opportunity to young ladies. She treasures a similar traditionalist view that an unmarried young woman should walk with a kid. She tells Bishnu in irate voice: "She is a girl from a respectable family.... A girl like that can't sit in a young man's car and be taken where he pleases. "Then she shouts: 'Please remember her marriage is still to be made! What decent family will take her if she is seen sitting in cars with young men like you'" (89). Bishnu feels furious and mortified. His affections for Sumi are unadulterated. He has no sister of his own what's more, he regards her as his sister. Mrs. Shankar's response and outrage make Vishnu to contemplate over the traditionalist society: "His feelings for Sumi were so pure, yet everyone – his wife, his father, and her sister – suspected them. Such, he reflected, is the society we live in; and it seemed to him sad and deplorable that he could not feel brotherly affection for a girl without interference from relatives" (90).

Jhabvala likewise calls attention to how the endowment framework, a social malevolence, is as yet pervasive in Indian culture. It despite everything chooses the fortune of a young woman not her quality. Sumi's folks who live in Mathura are not in a position to mastermind share for her marriage, thus her marriage couldn't be solemnized. Here Jhabvala presents the idea of preservationist male-centric Indian culture where a young woman needs to have a confined existence. A young woman's closeness with a kid is constantly looked with doubt.

Sumi's kinship with Vishnu is unadulterated, yet her sister doesn't care for that their kinship should proceed. Comparative is the situation with Amrita in Jhabvala's other novel, *To Whom She Will*. Amrita additionally makes progress toward opportunity however it isn't endured by the society. Individuals think it terrible when she takes breakfast with Hari and Vaidya in an eatery. Her mom Radha is additionally against conceding opportunity to young women. Amrita maintains the assessment of Ram Nath communicated in her notable novel *Esmond in India*: "Noperson has a right to treat another person in any fashion he likes. Please remember you are an individual being first and a wife second." (133)

Amrita attempts to safeguard her pine for the opportunity and legitimize her conduct previously Krishna Sen Gupta, who has got instruction in England and is by and by working in College of Delhi and living with Radha's family as a paying visitor. She grumbles:

"Everybody is always telling us to be emancipated, to be like European women, but when we try to be, they are shocked and say we are behaving badly." (*To Whom She Will* 49)

Jhabvala presents the circumstance of Indian culture where taught little youngsters request opportunity and need to cross the constraints of conventional society however they are most certainly not permitted. For instance, falling affection for a young woman with a kid outside her position, network and economic wellbeing is intensely restricted. As D. C. Agrawal in his article entitled "*To Whom She Will: Exploration in Modern English Fiction*" expounds on the circumstance: The traditionalists achieve much by hypothecating their individuality and freedom. They achieve a sense of security and belonging. The no traditionalists, on the contrary have to pay the price to their identity and 'Lassaizfaire', even so it is questionable whether they will succeed in the bargains. (Agrawal 125).

Works Cited :

- Agrawal, D.C. "*To Whom She Will: Exploration in Modern Indo- English Fiction. 'Commonwealth Fiction*", edited by R. K. Dhawan, New Delhi: Bahri Publication, 1982.
- Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 2007.
- Jhabvala, Ruth Praver. *Get Ready for Battle*. Penguin Books, 1981.
- *Esmond in India*. Penguin Books, 1980.
- *To Whom She Will*. Penguin Books, 1985.
- Shahane, V.A. *Ruth Praver Jhabvala*. Liverpool: Lucas Publications, 1988.
- Waheed, M.A. *The Novels of Ruth Praver Jhabvala and Anita Desai: A Study in Marital Discord*. New Delhi: Prestige, 2007.

The Portrayal of New Women in Namita Gokhale's *Gods, Graves and Grandmother*

A.P. Charumathi¹, Dr. M. Premavathy²

1. *Ph.D. Research scholar, Department of English, Government Arts & Science College for Women, (Affiliated to Bharathidasan University), Orathanadu -614 625, Thanjavur, Tamil Nadu, E-Mail id: charuperiasami93@gmail.com*
2. *Research Advisor, Associate Professor (English), CDOE- Bharathidasan University, Tiruchirappalli -620 024, E-Mail id: drpremapalani@gmail.com*

Abstract

Literature is a representation of socio-cultural systems that enable the reader to understand the way of life and historical events that influenced the writer who created the work of art. The term “New Woman” was very popular at the end of the nineteenth century. The New Woman prioritises self-actualization and independence, believes in legal and sexual equality, is upfront about her sexuality, is well-educated, works, and prefers to lead an independent life. Namita Gokhale has encoded the condition of Indian women from different social structures and provinces in her novels. Basically, the novels of Namita Gokhale focus on the status of Indian women and reveal the socio-cultural problems affecting metropolitan migrants. She presents the new women in many of her novels who break through all the barriers set by patriarchal society. This research paper tries to trace the representation of new women in Indian society through the novel *Gods, Graves and Grandmother*.

Keywords : Feminism, New woman, Patriarchal society, Self-identity.

Many Indian women novelists have emerged during the post-independent period. The writings of Indian women writers have been enthusiastically welcomed by the readers not only in India but abroad also. They have exposed the suppression of women by the imperialistic men and shared the experiences of women in the male dominated society. Through their works of art, women novelists have exposed the caste system, poverty, mistreatment of women, ethnic and religious conflicts which have been prevailing in India. They speak about the reality of the Indian society where they live which cannot be ignored. Like the works of men, their works also give the enrichment of our Indian culture, history and philosophical ideas of great thinkers. Even though the female protagonists created by Indian women novelists are strong and self-centered persons and succeed in achieving their goals of life, the margin of their success is always drawn by the patriarchal society. For many years, women authors have made substantial contributions to the Indian literary world. The representation of women

characters is one of the many issues they touch on, and it has recently received a lot of attention. Indian women authors have received recognition for their works' sophisticated and nuanced portrayals of female characters. These writers, like Shashi Deshpande, Anita Desai, Anita Nair, Namita Gokhale and Arundhati Roy to mention a few, have produced heroines that defy conventional gender conventions and highlight the variety of female experience. Additionally, arranged marriage, domestic abuse, and gender inequality are also some of the topics that Indian women authors frequently explore in their writings.

Thus women characters evoke a continuous discussion on social values and they also become the focal point of contact between the novelist's consciousness and the world outside. Placed against this backdrop, the women characters symbolise both life and growth as well as regression, withdrawal, decay and death. The *Novel of Dissent* comes into existence when these women characters react against the social discrimination meted out to them. The awakening of the woman's consciousness and her resultant protests may not always resolve her problems but they certainly provide her with inner enrichment and a sense of satisfaction that at least she has successfully battled against the harsh verities of life. (Anita Myles 8-9)

Namita Gokhale is an Indian writer, editor, film critic, festival director and publisher. Her first novel, *Paro: Dreams of Passion* was published in 1984. She has written novels, travelogues, short stories and non-fiction. She hosted the Doordarshan show *Kitaabnama: Books and Beyond*. She is the co-founder and co-director of Jaipur Literature Festival. She has received the most prestigious Sahitya Academi Award for *Things to Leave Behind* in 2021. She is the great role model for the people who are seeking to come out from the stumbling block events which drain their entire hopes and confidences. Because she has faced so many hurdles throughout her journey to the horizon of success. By the age of forty, she was diagnosed with cancer and faced the sudden demise of her husband. She quite often expresses the loneliness and withdrawal from the world and reality in many of her novels. It is crucial to examine the women portrayed by her. Because she has herself identified with her women characters; she has expressed her nature of withdrawal from society, longing for love and companionship and her inner feelings through her characters.

Namita Gokhale's second novel, *Gods, Graves and Grandmother*, published in 1994, is the modern novel which presents the life story of the protagonist Gudiya Rani. The novel is presented as a confessional account of the narrator's own experiences and of those people who have connections with the temple. There are many imposters in India who exploit people's religious sentiments and deceive them. The novel clearly criticizes people who misuse people's religious trust through the characters and it beautifully exposes the search for identity of downtrodden metropolitan migrants who are emotionally manipulated in order to get rich quickly. It also displays a woman's agonizing search for her identity in the socio-cultural society. She always speaks for the subjugated women and their unique ways of handling situations. In an interview Namita Gokhale says, she thinks a woman's life is "reflected in the rhythm of the seasons, not like men whose stories are rooted in wars, territories and legislation".

In this novel, the majority of the characters are female and the few male ones act as supporters or play supporting roles. The protagonist of the novel Gudiya is admitted to the second grade in St. Jude's Academy for the socially handicapped. The eleven years old girl has got the pale-gold skin from some Afghan forebear or Ferangi customer. She doesn't know

about her father and his ethnicity. From there her quest for identity begins. She is constantly trying to find an appositemoniker which is suitable to the new personality she is waiting for. Her search for identity makes her do over thinking about her father and surname. She finally chooses her new name Pooja Abhimanyu Singh as her identity in order to escape from being identified as a child of a prostitute and fabricates a tale of her parent's star-crossed love.

Two kinds of women are presented in the novel as the reflections of society. One is that of a grandmother who believes that education has no value in the life of a woman. She always advises Gudiya to learn the culinary skill to get a respectable man. Another one is Roxanne Lamba who knows the importance of education. She encourages Gudiya to pursue her studies and supports her in all perspectives. The growth of India can be viewed as a medium of producing a social environment in which one can make decisions and stand alone. The overall development of India is greatly influenced by the education of women. Education strengthens the ability of women to acquire knowledge, power and achieve their aims. But Gudiya is no longer interested in education after Grandmother's death.

When Gudiya begins to menstruate, she has no knowledge about puberty. She is confined in her room because everyone around her believes that a menstruating woman is impure or even cursed. That myth is often used to stop women from taking part in social events or going to school. Myths related to menstruation has been prevalent in India from the ancient period. Women are not being given a proper education on puberty and menstrual hygiene management which is crucial. Ammi considers Gudiya as misery and a burden, who has to be protected from the eyes of vicious men and requires extra care from now on.

'Nothing but trouble,' grandmother gabbled, for her teeth had begun to foil her, 'this girl is good for nothing but trouble from now.' A look of pure virulent hatred crossed her face. She looked like a wicked old witch, and I hated her passionately and with all my heart. (54)

Gudiya is pleased to have a handsome and virile husband. She is attracted towards Kalki on her first encounter in one strange night at Delhi Street. Being a young woman, she is inspired by Hema Malini in the film Sholay. Like other women, she is also interested in astrology and wants to know about her future. She hopes to find security and love in the institution of marriage. But her marriage life with Kalki disappoints her completely. She is unable to adjust with her husband who mistreats her and beats her up daily. She develops her hatred for her husband because she comes to know that he married her for money and his physical needs. Before marriage, she was raped by Kalki and found to be four months pregnant. Indian society and its cultures never encourage such pre-marital relationships. So Gudiya needs a legal father to her child and that need is fulfilled by the marriage. Kalki has left her in search of opportunity in cinema to Bombay. Then there is no correspondence between them. She starts leading her life in the company of Phoolwati along with her baby girl Mallika. "I often dream about my mother, but she is elusive even there. Grandmother is dead, Roxanne is dead, Sundar is dead. Even Kalki is gone, but the end of the world is nowhere in sight." (240) Gudiya is portrayed as a strong, independent woman who chooses to lead her life without the presence and help of her husband. She is a new woman with the courage to tackle every challenge. She serves as an inspiration for women who want to defy social expectations and lead independent lives. Her persona questions established gender roles and encourages women to be independent.

Phoolwati is an attractive woman who has a better commanding personality and deep knowledge in business than her late husband Shambu. She has taken over the tea stall after the death of Shambu. Even she has set up another stall outside the temple which vends incense sticks, marigold garlands, coconuts and little brass amulets from Moradabad. She has always come up with plans to increase the value of the shrine. In the institution of marriage, Indian women fully depend upon their husbands. But in this novel, Namita Gokhale presents Phoolwati who completely plays the role reversal by standing on her own legs and doing her business in her own terms and conditions. Her dignity, intelligence, perseverance and goodwill give strength to young Gudiya. When she is longing for unconditional love and support from her grandmother, Phoolwati is the one who always stands behind her and supports her.

Phoolwati is a valorous woman who bravely stands on her own even after she has been left just with the tea-shop by her dead husband. She singlehandedly manages everything with care; She even negotiates business with Sundar Pahalwan. When she is married to Sundar again, she leads her life fully with luxury products in her small house. She is praised for her intelligent and clever ideas during their plan to retrieve all the gold from the holy shrine. Sundar said "If they made my Phoolwati the prime minister of India, she could solve all the problems of this country." (191) She is portrayed as a bold woman who can face anything that comes her way without even complaining about the bad things that happened in her life. When Sundar is killed by his enemies, Gokhale portrays how she faces inescapable death of Sundar,

Phoolwati did not scream or cry out or weep or respond in any of the ways I might have expected. Instead, quietly, and with great dignity, she slowly dragged Sundar's body back into the house. Then she sat down beside him and began systematically breaking her green glass bangle on the cold marble floor. (235)

Ammi (Grandmother) is one of the main characters who has the special place in the title of the novel itself. She is a wise woman with an extreme level of confidence and presence of mind. After Gudiya's mother disappears, they are forced to face the extreme level of poverty that they have never met in their journey before. In order to make money to feed themselves, Ammi has single handedly built the holy shrine beneath the peepul tree with the stolen green marbles, river stones and sacred flowers. She has kindled the religious fire in the hearts of passers-by. Long years ago, she has been a great singer that is the only skill she has, so she used to sing bhajans and talks about religious philosophies in the evening. In short period of time, she has made up herself as a religious leader. She has a well acquired knowledge of human psychology; with her pleasing voice she has become more famous in Delhi, people from all over the city come to get her blessings. Sundar Pahalwan demands money from Ammi because he exercises territorial rights over the stretch of pavement. When Ammi suddenly assumes the role of Brahmin widow and says, "Seize our money, Pahalwanji, but spare our self- respect. I am the widow of a Brahmin, my husband was a priest, guard your tongue or else a virtuous woman's curses may follow you!" (12)

Superstitious beliefs and all kinds of fantasies are circulating among the people around them about Grandmother. They believe that Grandmother is a hundred years old woman. She is using magic spells that could alter the gender of an unborn baby. She is devoted to the role she is playing; she tries very hard to fit into that character. She is easily getting along with the

temple, her devotees and the procedures that have to be followed in the temple.

Women in the upper classes who are intelligent preserve their own rigidity, according to feminist research. Roxanne Lamba, a Parsi woman with an education from England, is a fantastic example. She is a social worker with a broad outlook. She is the proprietor of the Sharp Blade Company, a venerable maker and distributor of blades. She loves to show affection, and she particularly likes Gudiya. Despite being wealthy, she is childless. Her existence lacks enthusiasm and vigour. In contrast to Ammi, Gudiya and Phoolwati, she leads a passive existence. She is generous and understanding enough to give Gudiya a portion of her fortune. She is more resilient than her unemployed, unfocused, and uncommitted spouse, Lamba. Despite her generosity and understanding nature, she displays a level of strength and determination that her spouse lacks, making her a role model for those around her. Her actions towards Gudiya also demonstrate her empathy and willingness to help those in need. Gudiya makes the following observations on Roxanne: “She was the entirely good person I had ever encountered. From the time I had joined St. Jude’s, she had encouraged me to believe in myself and to trust in myself, and she in turn had always trusted and believed in me” (195).

The women characters in Namita Gokhale’s *The Gods, Grave, and Grandmother* illustrate the notion of new women. They serve as the finest illustration of how women’s roles have evolved in society since the end of colonialism, challenging gender norms and pursuing freedom and self-determination. The extraordinary tales of women who have disobeyed expectations, broken through boundaries, and had an impact on Indian literature are brought to light by Namita Gokhale. The writing of Namita Gokhale emphasizes the significance of appreciating the contributions made by women to the development of Indian literature and culture and motivates readers to keep fighting for gender equality and empowerment. Her works serve as a reminder that women have always played an important part in society and that their achievements should be recognized. New and lesser-known female characters are introduced by Namita Gokhale, whose works question conventional gender norms in Indian culture and provide new viewpoints. By presenting these new female characters as strong, powerful, and autonomous, Gokhale’s work emphasizes the significance of dispelling prejudices that restrict the possibilities of women. Such characters’ inclusion in Indian literature not only highlights the richness and diversity of women’s lives, but also helps to more accurately reflect India’s rich and varied cultural heritage.

Works Cited :

- Ganguly, Nalini (16 February 1998). “Namita Gokhale and her overpowering obsession with the hills”. *India Today*. Retrieved 18 June 2021.
- Gokhale, Namita. *Gods, Graves and Grandmother*. New Delhi: Penguin Books India Pvt. Ltd., 2001. Print.
- Myles, Anita. *Feminism and the Post- Modern Indian Women Novelists in English*. New Delhi: Sarup & Sons, 2006. Print.

A Psychological Critical Reconsideration in Kamala Das Poetry

Mrs V. Anitha¹, DR. K. Anand²

*1. Phd Research Scholar, 2. Research Supervisor and Guide,
Department of English, Department of English,
Arignar Anna College (Arts and Science), Arignar Anna College (Arts and Science)
Krishnagiri, Tamilnadu, India 635001 Krishnagiri, Tamilnadu, India 635001*

Abstract

Kamala Das had written in almost every genre, including poetry, prose, short stories, novels, and autobiography, in addition to being bilingual in Malayalam and English. The literary works are those that should be discussed and given another look. The genre has been revalued in the same way that autobiography, poetry, novels, short stories, and travel writings have. Since the release of *My Story: An Autobiography*, many fresh viewpoints and views on her life and body of work have emerged. By studying the literature works and conducting textual analysis. How Das distinguished herself in both her demeanour and her literary production, as well as her viewpoints on many themes like religion and society, have been presented to readers. All of her significant literary works have been examined in detail and critically discussed.

Keywords : Psychological, Feminine, Racism, Discrimination, Autobiography.

Introduction :

Prior Kamala Das, Several Indian female writers have received praise for using psychological techniques to represent characters in their books and artwork. Toru Dutt leads the group with her two literary accomplishments. Although being young, she managed to write two significant novels that were released after her death. The first one was written in English, whereas the second was written in French. Dutt made an effort to go into the depths of feminine traits in both works. Even then, critics praised her psychological analysis, but she tragically passed away at a young age. Her own father also learned about her literary worth after her death. Toru Dutt could be considered the first female author to examine the psychological motivations of female characters in the history of contemporary India.

According to acclaimed author as well as critic Meena T. Pillai's perspective in "*Kamala Das: On Translating My Story*," a work of writing known as an autobiography nevertheless maintains the umbilical link among narrative and real life, the person who writes and the

piece of writing, the thing that signifies and the meaning it conveys. a few of the nation's lesser-known writers who is capable of cutting this thread with grace is Kamala Das, who also explains how all writings are created and all realities are acted out through language. She adds that James Olney discusses how it is difficult for an autobiographer to write a duplicate of her life and that she must instead invent herself from scratch at each point in the narrative. This could be the reason Das decided against translating *Ente Katha* literally into English in favour of a creative retelling that aimed for literary equivalency.

Poems by Kamala Das: An Assessment from Critiques :

She famously remarked that “poetry does not sell in this nation,” yet her candid writings on topics ranging from women's struggles to child care to politics were well-received. *Summer in Calcutta*, Das' debut collection of poems, was a breath of fresh air in Indian English poetry. She primarily wrote about love, its betrayal, and the agony that followed. Ms. Das eschewed the safety offered by an outdated, occasionally sterile aestheticism in favour of a mind-and-body independence at a period when Indian poets were still confined by “19th-century diction, sentiment, and romanticized love”. Her second poetry collection, *The Descendants*, was considerably more direct and exhorted women to:

Gift him what makes you woman, the scent of
Long hair, the musk of sweat between the breasts,
The warm shock of menstrual blood, and all your
Endless female hungers.... (The *Looking Glass*)

As a writer and a woman, Kamala Das conveys her uniqueness and distinction. Although her autobiography is better, her other writings are also excellent. It is a well-designed, entertaining novel-style piece of writing. It can be seen as a confession. She never made an effort to keep anything from her readers. This work is innovative in another sense. It is a tale about a deplorable society in which men do not treat women with appropriate respect. Women writers talk about the tensions between genders and how limiting circumstances shape the feminine mindset to survive.

Indian women today are conscious of their rights, virtues, obligations, and social mores. She is fully aware of her ancestry and is pleased to carry on the wonderful tradition. Her social responsibilities and moral obligations moulded her. She is also conscious of her vulnerabilities, worries, and limitations; the distance she can travel, as well as the risks she must face. *An Apology to Cantama* addresses the woman's adultery. Her partner is holding her womanly body while the love of her life is holding her complete spirit. Adultery is also addressed in *The Testing of the Sirens*. The husband character tells his wife :

I'm happy just being with you. But....
You love another. (The *Testing of the Sirens*)

Having similar statement of philosophical ambiguity can be found in her poem “Love.” The poet's confessional and repulsive state are sarcastically depicted in the poem. She again compares the lover's mouth to the sun, which provides both heat and cold of love, and because she is unable to experience the completion of love, she longs for Krishna's love, which is the love of God: What does the sun's searing mouth remind me of? Oh, yes, his mouth and his limbs, which are like pale, predatory plants reaching out to me. The depressing deception of my endless lust.

Despite the fact that Das respects Hindu ceremonies and observances, which demonstrates her belief in Nirguna-Brahman, the Distinctionless Reality (attributeless). According to Hindu mysticism, God is the sole unifying power, the primordial flood, the perpetual source of existence, and the Advaita Brahman. All beings dissolve, but there is an undying reality that endures. (150) it is clear that Das is looking for an ideal lover in Krishna, not the head of God. In actuality, she feels so deeply alienated that it underlies her desire for the perfect lover. She sat in the folds of a matrilineal community whose gravity was rapidly moving towards a male hegemonic civilization.

Similarly, Kamala Das' "*Annamalai Poems*" series and sequence adequately depict her intellectual quandary. In this phrase, the poet alternates between fact and deception, concealment and candour. Both feeling and not being exist. It indicates that she is a resident of the world of wishes, gadgets, love, sex, annoyance, and deceit. She is incapable of fooling others without also falling victim to it. She inevitably loses the fight of reasons in her futile attempts to control the world via her dissatisfied life, and as a result, she is sacrificed on the altar of emancipation. Despite all obstacles, she continues to revolt and demonstrates the wisdom of youth for spiritualism.

She attempts to maintain her distance in order to hear God's voice, but she is unable to do so because to the rigid orthodoxy and chaotic Nair society. She is still so dissatisfied, but occasionally she also finds solace in the thought that if one adheres to the truth like Ezekiel, God Krishna can never be heard in the hectic and crowded surroundings. She visited Annamalai Mountain, which serves as a representation of women's unbreakable resolve and enduring fortitude.

Whether it was Sita, Savitri, Lady Lazarus, or wretched women at the grassroots level, women have generally been put through hardships. Every time they have encountered difficulty, they have persevered valiantly and come out on top, displaying their amazing capacity to lead society towards a future that is more equitable and balanced. Despite having no titles, these poems are referred to as "*Annamalai Poems*". The poet's intellectual conundrum over the ideas of assurance and ambiguity is expressed in "*Annamalai Poems*". The series' opening poetry is based on the horrifying torture that was inflicted on her body and mind. It refers to her regular visits to the winding path that winds through the steep area, where ragged people beckon her from both sides.

In simple terms, the narrative Kamala Das is an introvert, and she is in a feministic, confessional mindset. She consistently conveys her tension and quandary through her feminism and confessional style. The author Kamala has consistently reacted to scenarios that portray human suffering and sorrow with empathy and sympathy. In Sri Lanka, there was widespread racial violence, which created a painful, distressing, and painful scenario. On the island, particularly after 1983, have inspired Kamala Das's outrage and compassion. She is one of the few Indian poets to have absorbed the fervour and emotion generated by the imbroglio in Sri Lanka.

The "*Colombo Poems*" show how the poet's predicament, brought on by caste persecution outside of India, has grown. In *The Poetry of Kamala Das*, Nair wrote: "are an indicator that she is capable of breaching the self centred cocoon of ruminating over male inequality and female fragility." The author's experiences in Sri Lanka had an impact on the

poetry. Her interest in the plight of those with whom she shares racial ties is demonstrated through these poems. The poet addresses all types of oppression in these poems, such as male against female, state versus individual, dominant cultures versus fringe subcultures, affluent versus poor, and White/Aryans versus Black Dravidians. The “*Colombo Poems*” are primarily concerned with the suffering that people experience as a result of racial prejudice, cultural prejudice, and language prejudice.

The Alphabets of Lust, and *Padmavati the Harlot and Other Tales* both emphasise eroticism, feminism, and psychological processes. Kamala is an enfant terrible of the Indian nation literary landscape. Even far past middle age. In this collection of short stories, Das, who has written poetry and prose that is rakishly sensual, no longer aims to shock. Das sensitively leads us behind the purdah into the broken world of the street prostitute, some of whom have the legendary golden heart. Some have been wronged more than they have sinned.

According to her debut book *My Story- an Autobiography*, the primordial urge for love and sex isn’t satisfied. Of course, she changes her stance frequently, and her shifting perspectives on many problems perplex the readers. For her social and safety concerns, she even considers converting to Islam after confessing multiple times during her life that she finds safety in the Islamic faith. She consequently composes many poems to express her faith in Allah.

Giving away her Hindu religion does lead to self-actualization. Formerly, Kamala Das had Lord Krishna down as her lover, husband, friend, and more. She sees Lord Krishna in her first son before he is born. She begs Lord Krishna to give her a boy who is just like Him as soon as she feels him kicking in her womb. But, the same poet then changes his religion and continues to write a number of poems instead of Lord Krishna in favour of Prophet Mohammed. Of course, there is a lot of self-contradiction, but who can blame Kamala Das for altering her viewpoint on different faiths and flipping.

Conclusion :

The literary works of Kamala Das reproduce the mental aspects of the outside world. She uses this mental aspect of presentation since Kamala Das’s writing is primarily character-focused. Nonetheless, there is a deliberate infusion of subject vision in her picture of the life she sees around herself during that time in her life. As a result, Kamala Das’s writings can help readers find their inner power by helping them define themselves and learn about themselves. Consequently, Kamala Das’s writings foster a greater sense of justice and a more Christian-like humanity in all attentive readers. In all of these ways, it has shown to be informative, educational, and trend-setting. About the controversies involving her, she stated in a previous interview with ShobhaWarrier:

It’s probably because I’m confident in who I am and don’t see my flaws as flaws, but as features and even virtues.” Why not, if you are conscious that you are only a human being? biopic *Aami* (2018).

Except for a few restrictions, the research scholar’s path in examining and learning about Das’ work has been both difficult and fruitful. The fresh works have elevated Das from his previous perch. There are more innovative ways to do additional research and evaluate her creative creations in light of new methodologies and guiding ideas. The majority of Das’s masterpieces are strongly influenced by Kerala, the state where she was born and raised and

which is sometimes referred to as “God’s Own Land.” Kamala Das made it her mission to speak out for women’s rights and those who are psychologically and emotionally oppressed, not just in India but also in other countries all over the world. Her writings are sensuous, sexual, confessional, feministic, and psychological, but they also offer Indian women a voice and expose their silenced cries to the world.

Reference

1. Dwivedi, A.N.” *kamala Das and Her Poetry*’ New Delhi: Atlantic.P.44.
2. Joshi, P. Manohar, “*Exposition of Male Domination in Kamala Das’s My Story*.” “Research Directions September 2014, Pdf. 2July, 2016.www.researchdirection.org/..224.pdf
3. Kamala Das, “*An Introduction*”, *The Old Playhouse and Other Poems*. Madras: Orient Longman. P.27.
4. ... *My Story*, 1977. P. no. 165.
5. Nagpal,Bhatni, and Sharma, Jyoti, “*A Critique Of Alienation And Quest Of Love In The Works Of Kamala Das*”. Impact Journal February 2015, Pdf. 4July, 2016. www.impactjournals.us
6. Supriya, Dr., and Singh, Sweta, “*The Image Of Indian Womanhood In Poems Of Kamala Das*.” International Journal Of English Language, Literature And Translation Studies Oct-Dec 2015, Pdf. 3July, 2016. <http://www.ijelr.in/>
7. Warriar, Shobha. *Interview*. Rediff on the Net. Web <http://www.rediff.com/news/1996/3107adas.html>

Satyagraha- Its Implication and Implementation

Dr. Deepti Tiwari

Assistant Professor, Department of History, Magadh Mahila College, P.U.

Abstract

Gandhi brought a new methodology of struggle before the world, that is Satyagraha, in which there was a human touch. The concept of satyagraha, in spite of its immense potential for the resolution of conflicts, has not been completely explored. Satyagraha is not only limited to ending violence but it also addresses lots of other problems existing in the modern world like lack of compassion and self-centeredness existing in the individualistic society where we live. Our age is characterized by impermanence and provisionality. There is an imperative need to recapture the spirit and human touch of Gandhi's philosophy. The main objective of this paper is to highlight Gandhian concept of Satyagraha and its implications on the world stage.

Keywords : Satyagraha, Gandhi, Truth, Non-Violence, Civil Disobedience

The most potent legacy Mahatma Gandhi left for world in general and South Asia, in particular, is the technique of *Satyagraha*. It appeared as the unique instrument used by Gandhi for civilian resistance. It is the logical consequence of his concept of truth. In the Gandhian era of modern Indian history, Satyagraha was the main tool of the Indian national movement against British Imperialism and later on its legacy was carried on by Martin Luther King in the U.S.A. in his battle against racism. Satyagraha has influenced nonviolent resistance movements to this day, across the world.

Though satyagraha has not been free of criticism, but its ideas and techniques have gained wide acceptance around the world as a more potent tool of resistance than armed violence because firstly, satyagraha is a powerful tool which can be used in the home, in the community, in the country and internationally. Secondly, it provides the most significant and viable alternative to violence. Thirdly, violence is destructive, Satyagraha is constructive and finally we need the message of non-violence now more than ever before. Gandhi believed:

Satyagraha is a force, if it became universal, would revolutionize social ideals and do away with despotisms and the ever growing militarism under which the nations of the west are groaning and are being almost crushed to death- that militarism which promises to overwhelm even the nations of the East.¹

Satyagraha is fundamentally a way of life, which guides the modes of political activism

undertaken by the followers of its principle (or satyagrahis). On a personal front it involves a life committed to truth, chastity, non-attachment and hard-work.

On the political front, Satyagraha involves utilisation of non-violent measures to curb the opponent, and ideally to convert him rather than to coerce him into submission. Satyagraha is more than a political tool of resistance. It is a holistic approach towards life, based on the ideals of truth and moral courage. Satyagraha instilled in the Indian mind a dignity and a self respect that is yet unprecedented in its modern history.

There is no unanimity among scholars regarding satyagraha. Various thinkers interpreted it in different ways. Zimmer writes that Gandhi's programme of satyagraha as an extension of ahimsa is a serious, very brave and potentially vastly powerful modern experiment in the ancient Hindu Science.² But for some thinkers it is yet another name of coercive force. In their view, it is true that this method tries to avoid associated feelings of hatred or pride, but it nevertheless includes coercive elements. Even at one point of time Jawaharlal Nehru wrote, "Often enough moral force is a far more terrible coercive factor than physical violence."³

Particularly fast as an effective weapon of satyagraha is treated as an element of coerciveness. But Gandhi enunciated certain general principles and conditions under which a Satyagrahi could resort to fasting so that it cannot be misused by people. He said: A Satyagrahi should fast only as a last resort when all other avenues of redress have been explored and have failed. Suffering even unto death and, therefore, even through perpetual fast is the last weapon of a satyagrahi. That is the last duty which is open to him to perform.⁴

Of his own fasting Gandhi said, "It does not mean coercion of any body. It does, of course, exercise pressure on individuals, even as on the government; but it is nothing more than natural and moral result of an act of sacrifice. It stirs up sluggish consciences and it fires loving hearts to action."⁵ In satyagraha the opponent is sought to be convinced by reason. There is no scope of compulsion in it. In the words of Gandhi:

I have no desire to carry a single soul with me if I cannot appeal to his or her reason. My conventionality I carry to the point of rejecting the divinity of the oldest Shashtras if they cannot convince my reason.⁶ In addition to it satyagraha is based on the principle of self sacrifice which can never be used for any unjust cause. As Gandhi himself added, "Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers."⁷

Besides some people raise question that how far satyagraha practiced by large masses can remain nonviolent in practice? Gandhi also admitted that mobs have no mind. But the basic assumption of satyagraha is infinite trust in inherent goodness of human being⁸ who tries to correct the wrong done to him by adopting purely nonviolent means because violent methods cannot solve the problem permanently. The only real liberation is that which liberates both the oppressor and oppressed at the same time which can be possible only through Satyagraha. Violence within manifests as violence outside each of us is a critical link in the creation of the world as we see it. May be we need to remind ourselves more of a man who told us, "Be the change you wish to see in the world."

Satyagraha in Practice :

Satyagraha was first used by Mahatma Gandhi in South Africa against humiliating laws enforced by South African Government on Indians in that country. A mass protest meeting

was called on 11th Sep. 1909 against Asiatic law.⁹ A mass campaign of non-compliance, without violence, was a political novelty. The Government could not stand against this movement and arrived at a settlement with Gandhi. Thus the first satyagraha campaign came to a successful end with the passing of the Indian Relief Act of 1914.

With this encouraging experience Gandhi first organized peasant satyagraha successfully in Champaran¹⁰ in 1917 and its effect confirmed a long cherished belief that individual satyagraha could be potent. Gandhi first used the weapon of fasting during Ahmadabad Labour Satyagraha.¹¹ When Gandhi witnessed the signs of weakness among laborers, he declared:

Unless the strikers rally and continue the strike till a settlement is reached, or till they leave the mills altogether, I will not touch any food.¹²

This produced the desired effect and settlement is made through pure non-violent means. When in March 1918 Gandhi launched no tax-campaign in Kheda district of Gujrat¹³, India witnessed satyagraha on a fairly large scale. This was the first real agrarian satyagraha which Gandhi organized in India.

Satyagraha movement not only leads to political and economic settlements but also brings out positive change of heart in religious spheres. In Vykom (Kerala) in response to temple road entry satyagraha movement¹⁴ of untouchables, the Brahmins declared, "We cannot any longer resist the prayers that have been made to us and we are ready to receive the untouchables."¹⁵ The Brahmins opened the road to all comers and the low caste people were allowed to walk at any time pass the temple and pass the Brahmin quarters.

Bardoli¹⁶ Satyagraha of 1928 constitutes a landmark in the history of satyagraha because of first direct struggle between the peasants and Government in which Gandhi once again proved the power of non-violent actions. Bardoli became a sign of hope and strength and a symbol of victory to Indians.

All these satyagraha are confined to limited regions and practiced for the welfare of any particular community. First nation-wide Satyagraha movement to be launched in India is the campaign against Rowlatt Bills in 1919. The base of Non-cooperation Movement is non-violent satyagraha but it was during Civil Disobedience Movement that Gandhi reintroduced satyagraha in a big way by defying the British Salt Law that prohibited the making of salt without government permission. Although ridiculed in the early years by a majority of the Western and particularly British press, the true power of satyagraha was soon realised by the British government, as all government endeavors and enterprises were in doldrums following mass boycott by the Indians. Gandhi's Satyagraha reached the pinnacle of success, and there were committed satyagrahis all over the country. Quit India Movement reclaimed the ideals of satyagraha, which finally went a long way in securing Indian independence.

In India, satyagraha succeeded, not because British rule was democratic and liberal—the massacre of innocent women and men at JalianwalaBagh pointed to the opposite—but because the British had ignored Gandhi's early calls for satyagraha, thinking it to be an entirely eccentric and unworkable idea. The movement gathered force in the meantime, until it became too late to control the nationalists' fervor or the moral power among the masses.

Satyagraha after Independence :

Mahatma Gandhi was shot dead on 30 January 1948.¹⁷ After that the future of satyagraha lies on the fact that how seriously people absorb its principle in their life and how far it can

prove successful in bringing positive change in the society? After Indian independence India's political leaders paid much lip service to Gandhi. They put great stress on bringing his ideals into practice but in reality little has been done according to Gandhian model. For the first time Gandhian model was deployed by Balmiki Dalit sweepers in 1957¹⁸ who went on strike for improved working conditions. The state was caught in a cleft over this, but ultimately resorted to aggressive strike breaking by the police.

Bhoodan and Gramdan movements were another examples of Gandhian principles led by Vinoba Bhave (1895-1982) and Jaya Prakash Narayan (1902-1979) who were trained in Gandhian philosophy. Vinoba Bhave tried to transform the Gandhian legacy of satyagraha into a way of life and a mode of action. Bhoodan Movement of Bhave received a worldwide attention and enormous success. It even helped him to make the cover of Time magazine, with his portrait over the caption: 'I have come to loot you with love.' This quotation quite aptly describes the meaning and scope of satyagraha.

Jaya Prakash Narayan joined Vinoba Bhave in the Bhoodan movement in 1953. He marched through his home state of Bihar encouraging land owners to give land to the poor. Many made promises to do so. Bhave and Jaya Prakash then extended the movement into Gramdan movement but soon differences arose within the ranks of sarvodaya movement because Vinoba Bhave was not in favour of using satyagraha against those who refused to donate land after making promises for this. As a result Ramachandra Rao formed a separate Satyagraha Sangh¹⁹ which certainly weakened the movement because unity among satyagrahis is the basic requirement for the success of satyagraha.

In 1974-75 Jaya Prakash Narayan inaugurated another movement which became a particularly notable example of Gandhian-style activism in post independence India against the corruption of Indira Gandhi's government. But despite of his best efforts, this movement cannot remain non-violent. At this critical juncture Vinoba Bhave supported Indira Gandhi which split the Gandhian movement in to two. Consequently the movement lost its strength but it cannot be denied that JP's 'Total Revolution' followed the old Gandhian path of deploying political discontent to drive forward a wider movement for all round social, economic and cultural change.

After that many movements like Chipko Andolan, Narmada Bachao Andolan etc. came into being which were led by Gandhian activists like Sunderlal Bahuguna, Medha Patkar, Baba Amte etc. Chipko became well known throughout the world as an example of Gandhian green movement. It provided a striking example of a Gandhian style protest. Its success once again proved the power of non-violent means to meet one's end.

The Narmada Bachao Andolan is best seen as a campaign for economic and civil rights that employs Gandhian style satyagraha to powerful effect. This movement upholds the rights of local people on their local resources. The struggle mainly aimed at the decentralization of power of which Gandhi was the great supporter. Besides these movements, there are many other campaigns which run on the Gandhian principles and proved its significance in modern times.

Since Indian struggle against imperialism, satyagraha has been adopted by protest groups in other countries of South Asia as well. Nirmala Deshpande, who passed away in May 2008, was a famous peace activist of South Asia and is primarily remembered for her undying

efforts to promote the Gandhian ideology to reduce communal violence and encourage peace and cordial relations between India and Pakistan. She always promoted the Gandhian ideal of peaceful co-existence.

Recently 'Yamuna Satyagraha' is led by the Waterman of India and Magsasay Award Winner, Rajendra Singh for revival of Yamuna River bank into a vibrant eco-system through community action. Influenced by Gandhian philosophy, Anna Hazare, the famous social activist, motivated the villagers into voluntary labor. In the footsteps of Gandhi, Dr. A.T. Ariyaratne led the sarvodaya movement in Sri Lanka and earned the title of Sri Lanka's, "Little Gandhi". Besides Sri Lanka's main Tamil party, Tamil National Alliance (TNA), has vowed to launch a Gandhi style civil-disobedience campaign to press for equal rights for the community. In short, Gandhian technique of satyagraha has continued to work as a inspirational force for those who believe in equitable and consistent development of society.

Satyagraha on World Stage :

Gandhi's theory of satyagraha had influenced not only native people but also people of far off regions. Its impact was felt all over the world. Gandhian style non-violent civil resistance has had a greater global impact since 1945 than armed struggles and violent resistance. Gandhi's deep commitment and disciplined belief in non-violent means, as a way to oppose tyranny, oppression and injustice was shared by many contemporary leaders of various nations. Dr. Martin Luther King Jr., Rosa Parks, James Bavel and other activists in the American Civil Rights Movement of the 1950s and 1960s often used satyagraha technique in their crusade against racism. Nelson Mandela²⁰ and Steve Biko²¹, the heroes of anti-apartheid movement of South Africa, were also greatly influenced by Gandhian weapon of satyagraha. Julius Nyerere²² of Tanzania, who regarded Mahatma Gandhi as his hero, maintained that Gandhi taught the world the essential value of non-violence that will be always meaningful. Besides Aung San Suu Kyi²³, a devoted follower of Gandhian principles also used its techniques when she entered politics to work for democratization. Dr. Martin Luther King Jr. (1929-1968), the American Negro leader, who led the civil rights movement, wrote:

Like most people, I had heard of Gandhi, but I had never studied him seriously. As I read I became deeply fascinated by his campaigns of nonviolent resistance. I was particularly moved by his Salt March to the Sea and his numerous fasts. The whole concept of Satyagraha (Satya is truth which equals love, and agraha is force; Satyagraha, therefore, means truth force or love force) was profoundly significant to me. As I delved deeper into the philosophy of Gandhi, my skepticism concerning the power of love gradually diminished, and I came to see for the first time its potency in the area of social reform. ... It was in this Gandhian emphasis on love and nonviolence that I discovered the method for social reform that I had been seeking.²⁴

He was so deeply impressed with Gandhian theory of non-violent resistance that he said in 1955 that, "Christ gave us goals and Mahatma Gandhi the tactics."²⁵ He made a sincere effort to demonstrate the power of non-violence after Gandhi.

Bishop Desmond Tutu (born 7 October, 1931), the Nobel Peace prize winner for 1984 advocated for satyagraha style of action in South Africa to solve racial problems there. Nelson Mandela, the hero of South Africa was also a great supporter of Gandhian techniques. He believed that a struggle that created bitterness between opponents made it harder in the long

run to reach a lasting solution to a problem. In other words he had full faith in Gandhian idea that conflicts should be settled through mutual understanding. In his view, Gandhian methods and ideas are very essential for maintaining prosperity, peace, unity at world level.

Besides, his holiness the Dalai Lama has also been trying his level best to apply Gandhian methods for the freedom of the people of Tibet. He is one of the greatest teachers of non-violence and satyagraha. Mahatma Gandhi's life has inspired him greatly. He is tirelessly making efforts to cultivate a universal responsibility for one another. The list of the followers of Gandhian methods is never ending. Many people drew inspiration from his principle and continue to do so in future also because his principles will become more and more relevant as the time will pass.

Satyagraha in the Present World :

In the present world the only technique through which we can ensure world peace and harmony is non-violence. We have to have love and respect for the enemy and that is the only way we can overcome them. This is the basic ideology of satyagraha but its success largely depends on thorough understanding of its concept, discipline, creed and a way of life as envisaged by Mahatma Gandhi.

For practicing Satyagraha a proper and just cause is first requirement. Undue insistence for any unjust cause cannot be termed as satyagraha. Some people misused its techniques like fasting, picketing etc. for meeting their selfish ends which causes misunderstanding in the minds of other people regarding honesty and efficacy of satyagraha and its methods. Similarly, some people have tried unnecessarily to associate *atamdah* (self-immolation) to the Gandhian Satyagraha. However the method of *atamdah* is coercive one and is definitely un-Gandhian because it lacks the spirit of unity and integrity, sanity and morality and purity and fraternity.

After an analysis of five major satyagraha campaigns launched by Gandhi during the struggle for national independence, Joan Bondurant concludes: 'In examining satyagraha in action, it becomes clear that satyagraha operates as a force to effect change'. To succeed, it required 'a comprehensive program of planning, preparation, and studied execution,' and not simply a spontaneous upsurge of mass protest. Satyagraha failed whenever 'one or more of the stages of the campaign was slighted.

Joan Bondurant²⁶ maintains that religious or philosophical compatibilities alone do not explain Gandhi's success in India. In fact, the theory of conflict underlying satyagraha and the strategy it yields have wider applications that go well beyond India. She cites the KhudaiKhidmatgar (Servants of God) movement among Pathan Muslims in the Northwest Frontier Province of British India, in which Khan Abdul Gafar Khan, their leader, recruited thousands of Muslim supporters and carried out a successful nonviolent struggle.

Gene Sharp²⁷, in his book, *Gandhi as a Political Strategist*²⁸, cites several more instances of satyagraha and persuasively argues that since Gandhi's use of it in India, the technique has been implemented far more widely than is generally believed. He has listed three possible broad processes or mechanisms by which the Satyagrahis can influence the behaviour of their opponents. These are conversion, accommodation and non-violent coercion.²⁹

The seeds of Satyagraha are emerging in many parts of the world and what is required is perhaps a creative adaptation of the principles of Satyagraha. Satyagraha, as Gandhi

demonstrated has infinite possibilities and has emerged now as a powerful instrument for the moral resurrection and it should appeal to the Gandhi in each one of us in our efforts to discover ourselves and be of help to the fellow human beings. The contemporary decay of Satyagraha in India may be due to the fact that there is no Gandhi with us now but the fact cannot be brushed aside that he lives with his ideas and the noble example he provided and inspiration that he offers.

None of the recent non-violent movements perhaps strictly follows the tenets of Gandhi, as understood by his disciples in India, but he has been an inspiration as people tried to choose the most peaceful and effective means of struggle against injustice and oppression in the light of the relevant conditions. The philosophy of Gandhi cannot be codified into immutable rules, but must always be creative. He never claimed that evolution of satyagraha was ever complete. It evolved with his experience in forty years of struggle.

Gandhi said that Satyagraha was still growing and there was nothing like finality. He kept his windows open to receive inspiration from all sources. He learnt from the humblest in the resistance campaigns. He welcomed discussion and debate. He changed his views many times and never hesitated to admit errors as he wrote in Harijan, "As a satyagrahi, I must always allow my cards to be examined and re-examined at all times and make reparation if an error is discovered."³⁰ To change the present world order, Gandhi suggested, "I would advise the adoption of nonviolence to the utmost extent possible and that will be India's great contribution to the peace of the world and the establishment of a new world order."

To be true, not only was the world perplexed, but Indians themselves were skeptical about the effectiveness of Satyagraha which Gandhi practiced and preached. Every revolution has a principle, but Satyagraha was different from others in that it even created awareness among the common people. It not only pushed the ignorant and often indifferent people towards the prospects of liberty by overcoming their fear of the rulers and increasing their self-esteem so that they could govern themselves but also increased their drive for independence and freedom. Once the people became aware, they successfully overthrew the despotic British rule forever. As R.R. Diwakar mentions in his essay, Gandhi foresaw that Satyagraha would be the only universal force that could bring meaningful change in people's minds, and end the tyranny and militarism that was not only the foundation of the West, but also the motivation of the East.³¹

Martin Luther King III³² believes that there is an abiding interest in Gandhi's satyagraha. It appeals to the best and highest in the human spirit. It implies that one must treat the whole humanity on equal footings by not injuring and finally not killing anyone on this earth. He said:

Gandhi was an expert at symbolism, and my father (Martin Luther King) became an apt pupil. Like Gandhi, my father knew that human compassion is universal. A single act of one could quickly ignite the action of many if it appealed to what is just and right within the human spirit. Upon reaching the Arabian Sea, Gandhi waded into the water and picked up a handful of salt, an unlawful act. This act of civil disobedience - one frail hand 'mining' salt - sparked the revolution for freedom from British rule in India. . . . The tactics of Gandhi and King are as viable today as they were when these great men walked our midst.³³

At present, organizations like *The MK Gandhi Institute for Non-violence* are working to

promote non-violence and end conflicts all over the world. The relevance of Satyagraha and people's desire for peace, even in this militarized age, proves that humans are non-violent by nature and, thus, the end of violence is possible. We, however, need to learn to live the life pursuing the truth as Gandhi did before we can establish a culture of non-violence. In the present society, we think of weapons or insurgency as the only means of resistance or protest but Satyagraha motivates us to have love and respect even for those who disagree with us. According to Arun Gandhi, grandson of Mahatma Gandhi, this approach is still relevant today as violence increases if revenge is the goal.

The message of Satyagraha has been embraced by people of arch-rival countries like India and Pakistan which have engaged in many years of long enmities, often involving most violent actions, but now want to end the years of hostility with friendship and mutual co-operation. Many moral lessons that are important to the humanity are the lessons taught by the Gandhian pursuit of truth.

To sum up, it can be said that Gandhi's ahimsa and Satyagraha are a valid and important contribution to the philosophy and practice of non-violence for their clarity, thoroughness and range of real application and cases. He interpreted non-violence in a new perspective and made it more relevant and applicable in the religio-moral, socio-economic, and political spheres of this earth.

References:

1. *Speeches and Writings of Mahatma Gandhi*, Fourth Edition. G.A. Nateson & Co. Madras, p.189
2. Zimmer, Heinrich Robert, *Philosophies of India*, Princeton University Press, 1969, p.172
3. Nehru, Jawahar Lal, *An Autobiography*, London: The Bodley Head, 1936, pp.539-540
4. *Harijan*, 18th February 1933
5. Theodore, Paullin, *Introduction to Non-violence*, Philadelphia: The Pacifist Research Bureau, 1944, p-33
6. *Young India*, 14th July 1920
7. Gandhi, M.K., *Hind Swaraj or Indian Home Rule*, Ahmedabad: Navjivan Publishing House, 1938, Chapter XVII
8. Majumdar, R.C., *History of the Freedom Movement in India*, Vol.III, Calcutta, 1963, p.10
9. *Asiatic Act of 1907*- Act requiring Indians in Transvaal to register if they wished to live and work legally there – a provision which did not apply to other citizens of British Empire. This was one of the major grievances on which Gandhi led Indians into non-violent resistance in South Africa. For his own account of this see M.K.Gandhi, *Satyagraha in South Africa*, trans. from Gujrati by V.G.Desai, Ahmedabad: Navjivan, 1928; and for modern historical analysis, see M. Swan, *Gandhi: The South African Experience*, Johannesburg: Ravan Press, 1985; R.A. Huttenback, *Gandhi in South Africa: British Imperialism and the Indian Question*, 1860-1914, Ithaca and London: Cornell University Press, 1971
10. Champaran is situated in the north-western corner of Bihar. The Champaran tenant was bound by law to plant three out of every twenty parts of his land with Indigo for his landlord. This system was known as the Tinkathia system against which Gandhiji launched satyagraha. For details see- *Satyagraha in Champaran*, published by Navjivan Publishing House, Ahmedabad.
11. In Ahmadabad the labourers had long been agitating for an increment in low wages. When

Gandhiji came to know about it he supported the labour's cause and launched a satyagraha in 1917.

12. Gandhi, M.K., *An Autobiography*, op.cit.,p.291.
13. Owing to the failure of crops, conditions approaching famine prevailed in the Kheda. The Gujrat Sabha, of which Gandhi was President, sent petitions to Government but these had no effect. So he launched Satyagraha and withhold the payment of land revenue. This campaign soon came to a successful termination, Government granting remission to the poorer peasants.
14. This was a civil resistance movement, which Gandhi supported, to permit untouchables access to the roads around a temple, in 1924. Significantly, he did not think that the time was ripe to undertake satyagraha to force the broader issue of temple-entry for untouchables, and never adopted this mode of action in his work against untouchability.
15. Bondurant, Joan V., op.cit.,p.50.
16. Bardoli, an area in Gujrat, was where Gandhiji wanted to experiment with mass civil disobedience. In 1928, when it was to have its periodical settlement of land revenue, and the Government wished to raise the revenue by about 25 per cent. The people wanted public enquiry. On refusal, a No-tax campaign was organized and successfully carried through by the people till the Government yielded to their wishes.
17. Mahatma Gandhi was assassinated on January 30, 1948, shot at point-blank range by Nathuram Godse, an activist. Besides him Narayan Apte, Vishnu Karkare, Madanlal Pahwa, Gopal Godse were prime conspirators.
18. Balmiki Dalit sweepers had high regard for Gandhi, who had stayed in their slum quarter in Delhi in 1946 in an act of solidarity. Today, the Balmikis maintain the room in which Gandhi stayed in their colony as a shrine.
19. Ray, B.N., *Gandhigiri: Satyagraha after Hundred Years*, Kaveri Books, New Delhi, 2008,p.260
20. Nelson Rolihlahla Mandela, born 18 July 1918, served as President of South Africa from 1994 to 1999, the first South-African President to be elected in a fully representative democratic election. Before his presidency, Mandela was an anti-apartheid activist, and the leader of the African National Congress's armed wing Umkhonto we Sizwe.
21. Stephen Bantu Biko (1946-1977) was a noted anti-apartheid activist in South Africa in the 1960s and 1970s. Since his death in police custody, he has been called a martyr of the anti-apartheid movement.
22. Julius Kambarage Nyerere (1922-1999) was first President of Tanzania from the country's founding in 1961 until his retirement in 1985
23. Aung San Suu Kyi (born 19 June 1945) is a Burmese opposition politician and General Secretary of the National League for Democracy.
24. King Jr. Martin Luther (1998).Carson, Clayborne ed. *The Autobiography of Martin Luther King Jr.* pp.23-24
25. *Life Magazine: Remembering Martin Luther King Jr.-40 years later*, Time INC, 2008,p.12
26. Prof. Joan Bondurant was an inquisitive scholar and a reputed scholar on Mahatma Gandhi. Her book, 'Conquest of Violence: The Gandhian Philosophy of Conflict, is considered the first book by a western political scientist on the signifance of Gandhi and Satyagraha for problems of Western Political theory and practice.
27. Gene Sharp (born 21 Jan 1928) is known for his extensive writings on non-violent struggle. He has been called both the "Machiavelli of non-violence" and the "Clausewitz of non-

violent warfare”.

28. Gandhi as a Political Strategist, with Essays on Ethics and Politics. Indian edition with a new introduction by Dr. Federico Mayor. Original introduction by Coretta Scott King, New Delhi: Gandhi Media Centre, 1999.
29. Sharp, Gene, *The Politics of Non-violent Action: The Dyanamic of Non-violent Action* Boston: Porter Sargent Publishers, 1973, Part III, p.706
30. *Harijan*, 11th March 1939, p.44
31. Diwakar, R.R., *Sage of Satyagraha*, Gandhi Peace Foundation, Bhartiya Vidya Bhavan, Bombay, 1969.
32. Martin Luther King III (born Oct.23, 1957), The eldest son of Martin Luther King Jr., is an American human rights advocate and communist activist.
33. Martin Luther King III , ‘*Mahatma Gandhi*’, *Time*, 23-30 August ,1999

Higher Education Development in Independent Tamil Nadu

Prof. M. Chennappan¹, Prof. Dr. I. Selva Seelan²

1. *Research Scholar, Dept. of History, Govt Arts College for Men, Krishnagiri 635 001. Tamil Nadu, India*
2. *Assoc Prof. & Head, P.G & Research, Dept of History Govt Arts College for Men, Krishnagiri 635 001. Tamil Nadu, India*

Abstract

India's national and state governments have worked together to make education planning a priority. With universities and other autonomous institutions, the Tamil Nadu government oversees higher education institutions. The highest executive body of higher studies of the state was established in the year 1965. The University of Technology was founded in 1980. Anna University was Tamil Nadu's first technological university. While the Directorate of Medical board was created on 01.07.1970. In Tamil Nadu, there were ten medical colleges in operation in 2001. The department of Veterinary Science and research was founded on the year 1969 with the goal of integrating education and accelerating work in its various domains. To raise the caliber of legal education in Tamil Nadu, the school of Legal Studies was established in the year 1953. In Tamil Nadu, higher education institutions that were established during the colonial era were given a boost after the country's independence. Many educational institutions in the fields of engineering, medicine, technology, and law emerged during the start of the twenty-first century.

Keywords :

Higher Education, Missionaries, Technical, Medicine, Legal Studies.

Introduction :

The majority of the colleges that opened in colonial madras state were managed by Christian missionaries, despite the fact that there were many of them. They advocated for secular as well as religious education at all levels. They advocated for secular as well as religious education at all levels. Only affluent, educated Westerners allowed their children to enroll at these colleges, and enrollment was extremely limited. Some of the earliest Christian higher education institutions in colonial Tamil Nadu include the Madras Christian College situated in chennai, St. Joseph's College located at Trichy, St. John's College, Saint Joseph College at Palayamkottai, at Madurai, American College and Sarah Tucker College located in

Palayamkottai. Several government and nonprofit colleges, universities, schools of medicine and law, and technical institutions proliferated throughout the declared independence Tamil Nadu.

In order to expand the Central Government's involvement in Indian education and raise the level of universities and colleges to highest standard the educational reform committee of Dr.S.Radhakrishnan and the Sappru were recommended the higher education as concurrent list in Indian constitution. In response, the Indian government passed the Amendment Act of 1976. (Article 42). Education was consequently added to Schedule VII's concurrent list in accordance with the Indian Constitution. This resulted in the Center and State Governments splitting up the duties of promoting higher education.

After that, the Central and State Governments effectively collaborated to organise education for the nation. This is done to protect national cohesion and unity while fending against factors that could lead to it. So although higher education is essentially a center-state endeavour, education in schools is predominantly a local-state endeavour. The Tamil Nadu government continued to be in charge of administration and funding for higher education. In general, universities and other independent organisations that controlling the behavior in accordance with the norms specified by the university grants commission manage the Government of Tamil Nadu's higher education institutions.

The higher education division of the province is supported by the state-level Minister for Higher Education of Tamil Nadu. He is responsible for technology, science, and general education. The specialized areas, including medical and agricultural studies, are under the jurisdiction of other pertinent ministries. The Department of Higher studies is organised within the Secretariat's regulation, governance, and integration functions. Education secretary of the state as on executive head of the state which it is the administrative head of the higher studies in the state. Higher ranked officials like the Joint Secretary and the Additional Secretary offer him assistance.

In 1965, the executive head of the state higher studies was established. It conducts regular assessments and provides guidance to its institutions. A Director, who is typically an officer of the I.A.S. or a member of the collegiate education service, is in charge of running it. There were 198 colleges, including 3 colleges of Physical Education College, 2 community service educational institutions, 7 government colleges of education and 15 assisted private colleges. There were 133 private colleges receiving government help, 133 private colleges that were operating independently, and 11 private colleges. All the category of these college were under the control of the higher studies department in the year 1986.

Statutory Board :

A legally enforceable board (statutory) of education was established in Tamil Nadu, and the education minister serves as its executive head. Members from state of Tamil Nadu's universities, all the directors in charge of the many areas of education, and a few well-known educators were there. Its fundamental objective is to make new, creative recommendations for educational policies and approaches to address the demands of a rapidly changing society. On all issues pertaining to the advancement of education, it provides advice to the State Government. Additionally, it assesses the state's progress in education and runs frequent evaluation programmes. It provides the State Legislature with its yearly report and

recommendations for improvement. The Tamil Nadu State Council for Higher Education afterwards took the name of the statutory board for Education.

Technical and Engineering Administration :

Aside from autonomous institutions like IIT Madras and MIT Madras, Madras also had twelve engineering colleges, 25 diploma of technical for men, 3 polytechnics for women, 7 special institutes, and 1 facility for the training of technical teachers. With the exception of independent institutions, the Director of Technical Education controlled these institutions, with the help of Joint Directors and Deputy Directors. The Education Secretary and Minister for Education are in charge of them. The State Government established the Industrial Liaison Board on October 7, 1972, with the purpose of enlisting industry support for the advancement of technical education. It offers resources for instructors to receive technical education training, enabling them to become skilled at industry tasks.

The Indian government received the request for the construction of a technology university. On June 14, 1972, a working committee from the University Grants Commission came to the State to speak with the relevant officials about this issue. It was finally established in 1980 as Anna University, the state of Tamil Nadu's first university of technology. A board of Technical Education and Training was established to make recommendations for ways to enhance the continuing education program's operation and to find additional courses. It was initially developed in 1977 at the Guindy College of Engineering. Each year, faculties were sent to seminars and short courses across the nation based on its recommendation.

Additionally, Anna University established an entrance exam for Engineering Degree programmes at the request of the Tamil Nadu government. The general populace accepted this method favourably. Its exceptional and distinguished system thus included veterinary, agricultural, and medical courses. As the number of technical institutes rose, the government established a panel of reviewers and a committee of review to evaluate how well the freshly established self-sustaining institutions were doing. It made it easier for the Department of Educational Technology to follow the advancement of independently operating engineering colleges. Also, the executive head of Technical Education organised frequent meetings with the principals of the institutions that were self-supporting and closely reviewed the progress those institutions had made. In addition, the board of science and technical education oversaw the implementation of a number of programmes designed to nurture and advance a new scientific spirit and understanding.

Medical Education :

In 2001, there were 10 medical colleges operating in Tamil Nadu. Seventeen medical schools were established in 2010. The only dental college operating in Madras was the Madras Dental College. The Directorate of Medical Education, which was established in 1966, had direct responsibility over all of these medical institutes. This Directorate's primary duties included teaching and training medical and paramedical staff, rendering medical services, and furthering medical research. The Directorate of Medical Education also oversees four new personal healthcare institutions, including Christian Medical College located at Vellore, Sri Ramachandra Medical College and Research Centre situated in Porur, Raja Muthiah Institute of Health Sciences presented at Annamalainagar, and P.S.G. Institute of Medical Science at Peelamedu, Coimbatore. The Anna University gave an entrance exam that was

used to choose students for various courses, and from 1984 to 1985, the entrance exam results were also taken into consideration.

On July 1st, 1970, the Directorate of Indian Medicine was established. It began operating on its own on April 1st, 1971. Since 1974–1975, Siddha, Ayurveda, and Unani undergraduate, graduate, and diploma programmes have been offered at Govt. College of Indian System of Medicine situated at Palayamkottai and Arignar Anna Govt. Hospital of Indian Medicine located in Madras.

Management of Veterinary Education :

The school of Animal Studies and research institution was formed in 1969 with the goal of uniting research, instruction, and extension education while accelerating activity in its numerous domains. It is headed by Director. Additionally, he was the Madras veterinary College Dean. There were also two agricultural colleges, one situated in Madurai and one in at Coimbatore, both run by the Agricultural University, Coimbatore. They offered agricultural B.Sc., M.Sc., and Ph.D. programmes. The purpose of the agriculture curriculum was to equip the students with the skills necessary for both pursuing agricultural and occupation on farms of their own or find other lucrative opportunities.

Department of Law Studies :

To raise the calibre of legal education in Tamil Nadu, the school of Legal Studies was established in 1953. It has been in charge of the Madras Law College since 1951. It was founded in 1891. In addition to the three-year legal programmes, these universities began offering five-year law programmes in the academic year 1983–84. In the year 2008, Tamil Nadu had eight law schools. Students who have completed their higher secondary examination may enroll in this programme. Also available are M.L. Courses. To make it possible for those who are employed to pursue B.L. and M.L. programmes at the part time Law College. They operate under the Director of Law Studies' supervision.

Universities in the state of Tamil Nadu :

There were nineteen universities existence in the year 2008, including the University of Madras at Chennai, M.K University at Madurai, Tamil University located at Thanjavur, Bharathiyar University from Coimbatore, Trichy Bharathidasan University, Alagappa University at Karaikudi, Mother Teresa Women's University presented in Kodaikanal, Gandhigram Rural University just next to Madurai, and Annamalai University at Chidambaram. They are all independent institutions of higher learning that are under the control of the Tamil Nadu Higher Education Department through the Vice-Chancellor, principals of colleges and academic bodies

Summation :

Hence throughout Tamil Nadu, higher education institutions that were established during the Colonial Period gained momentum after the country's independence. A large number of higher education institutions in the fields of engineering, medicine, technology, and law were established during the beginning of the 21st c in Tamil Nadu state. Several universities were established in the first ten years of the twenty-first century.

References

1. *Annual Report on the Administration of Tamil Nadu State, 1983-1984*, Madras : Government of Tamil Nadu, 1984, pp.55-57.
2. ..., *2008-2009*, Chennai : Government of Tamil Nadu, 2009, pp. 220-234.
3. **Dinamani**, 2 April 1971.
4. **Ibid.**, 12 November 2010
5. **Indian Express**, 10 December 1980.
6. **Rao , V.V.**, et.al., *Education in India*, New Delhi, Discovery Publishing House, 2004, pp.278-280.
7. **Ramasamy, A.**, (ed.), *History of Universities in Tamil Nadu*, Karaikudi : Alagappa University, 2002, pp.292-293
8. **The Hindu**, 15 June 1972.
9. ..., 18 August 1977.
10. **Thanappan, A.**, *Higher Education in Tamil Nadu During 1967-1987*, Chennai : University of Madras, 2007, p.81.
11. ... 'Higher Education Administration in Tamil Nadu' in *Proceedings Volume of the Twenty Third Annual session of the South Indian History Congress*, Tiruchirappalli: South Indian History Congress, 2003, p.263.

Religion and Social Capital: Insights from Thinkers

S.K. Mohasina

*Assistant Professor, Dept. of Sociology; Purnidevi Chowdhury
Girls' College, Bolpur, Birbhum; West Bengal*

The buzzing term social capital highlights the networks, trust, and norms that enable cooperation and collective action and plays a crucial role in shaping the fabric of societies. It encompasses the social relationships, values, and resources that individuals and communities draw upon to achieve common goals. Religion, which serves as a fundamental aspect of human experience, has long been recognized as having a significant influence on social capital. This article aims to explore the relationship between religion and social capital, throwing light on the mechanisms through which religious beliefs and practices foster social cohesion and civic engagement within communities. French sociologist, Emile Durkheim explored the role of religion in social cohesion and the formation of social capital. Putnam highlighted that religious institutions provide a context for social interactions, community involvement, and the formation of social capital. Wuthnow claims that religious institutions often serve as social hubs, which bring together individuals from diverse backgrounds. For him the religious institutions can serve as bridges, connecting people from diverse social backgrounds and fostering social connections that transcend social and economic differences. Wuthnow In another article suggests that religious communities provide spaces for social interaction, networking, and the cultivation of social relationships among young adults. He argues that these interactions within religious contexts can contribute to the formation of social capital by fostering trust, cooperation, and a sense of belonging. Alesina and Giuliano were of opinion that the adherence to religious values fosters a sense of social cohesion and collective identity, reinforcing trust and cooperation among community members.

Key words: Social capital, Religion, social relationship.

Social capital is a vital concept in understanding the dynamics of social relationships and their impact on individual and community well-being. It encompasses the value embedded within social networks, trust, and shared norms that facilitate cooperation, collaboration, and resource sharing. Religion on the other hand plays a significant role in society, influencing social interactions, norms, and community dynamics. This article explores the concept of social capital and its relation with religion in depth, drawing insights from renowned thinkers and researchers who have contributed to our understanding of this complex phenomenon. Religion has long been recognized as a powerful force in shaping social interactions and

community cohesion. In recent years, scholars from various disciplines have explored the relationship between religion and social capital, the networks, norms, and trust within a community.

French sociologist, Emile Durkheim explored the role of religion in social cohesion in *The Elementary Forms of the Religious Life* (1915). Durkheim saw religion as a fundamental social institution that plays a crucial role in maintaining social cohesion and collective consciousness. He argued that religion serves as a collective representation of society's values, beliefs, and norms. According to him, religious rituals and practices create a sense of solidarity and collective consciousness among individuals, which fosters social cohesion and the development of social capital among the members of the society. He argued that religious rituals and practices create a sense of belonging and shared identity among individuals, fostering social integration and the formation of social capital. According to Durkheim, religion provides a moral framework, shared beliefs, and values that strengthen social bonds and contribute to the stability and well-being of a society (Durkheim, 1915).

The Sacred Canopy: Elements of a Sociological Theory of Religion, a seminal work by Peter L. Berger was published in 1967. Although this work does not specifically focus on the relationship between religion and social capital, it provides valuable insights into the sociological aspects of religion and its influence on society. The book explores how religion constructs a 'sacred canopy' that provides individuals with a shared symbolic framework, meaning, and social order. Berger argues that religion plays a vital role in shaping social reality by providing a set of beliefs, values, and norms that form the foundation of a society's worldview. He examines various sociological concepts such as plausibility structures, socialization, and the role of religion in mediating between individuals and their social environments. Although Berger's work primarily focuses on the social construction of reality and the nature of religion, it indirectly touches upon the concept of social capital by highlighting how religious communities offer a sense of stability, social cohesion, and collective identity. By providing individuals with shared beliefs and values, religious institutions create opportunities for social interaction, cooperation, and the formation of social networks, which are essential components of social capital (Berger, 1990).

An American political scientist, Robert D. Putnam, has extensively researched on social capital and its relationship with religion. He had actually popularised the term social capital. He argues that religious institutions can be a vital source of social capital, fostering trust, cooperation, and civic engagement within communities. Putnam suggested that religious participation enhances social capital, leading to positive outcomes for both individuals and society (Putnam, 2000). Religious institutions often serve as vital platforms for social interaction, connecting individuals with shared beliefs and values. Participation in religious communities fosters the formation of strong social networks, enabling individuals to establish relationships based on trust and reciprocity. These networks facilitate the exchange of information, resources, and social support, contributing to the overall social capital of the community (Putnam, 2000). In his book *American Grace: How Religion Divides and Unites Us*, Putnam and David E. Campbell examined the impact of religious involvement on social capital in the United States. They provided an in-depth analysis of the complex interplay between religion, social capital, and American society. Drawing upon extensive research

and surveys, they explored the diverse ways in which religion influences social interactions, civic engagement, and the formation of social networks. They examined how religious beliefs, practices, and institutions contribute to both division and unity within American communities. They found that religious participation often correlates with higher levels of civic engagement, trust, and social connections. Putnam highlighted that religious institutions provide a context for social interactions, community involvement, and the formation of social capital. Religious organizations have long been recognized as hubs of civic engagement and volunteerism. The teachings and values promoted by religious institutions encourage believers to actively participate in community affairs and engage in acts of service. It has been seen religious individuals are more likely to engage in volunteering, charitable giving, and other forms of prosocial behaviour, thus strengthening social capital within their communities (Putnam & Campbell, 2010).

In his article 'Religious involvement and status-bridging social capital', published in *Journal for the Scientific Study of Religion*, Wuthnow(2002) argues that religious institutions often serve as social hubs, which bring together individuals from diverse backgrounds. People engage in shared practices, rituals, and values, fostering a sense of belonging and cohesion within the religious communities. These shared experiences create opportunities for individuals from different social strata to interact and form relationships. He further explains that these interactions that grew through religious involvement can enable the accumulation of status-bridging social capital. People who are involved in religious activities, such as attending religious services or participating in religious organizations, get the opportunity to connect with the people from different social statuses or economic backgrounds. These connections further can lead to the exchange of information, resources, and support by which the individuals and communities can be benefitted further. Wuthnow's research indicates that religious involvement can enhance social integration and reduce prejudice by facilitating interactions and relationships across social divides. This status-bridging social capital can contribute to a stronger sense of community and social cohesion. By examining the relationship between religious involvement and status-bridging social capital, Wuthnow sheds light on the potential positive impact of religious participation on social relationships and community dynamics. The article offers insights into how religious institutions can serve as bridges, connecting people from diverse social backgrounds and fostering social connections that transcend social and economic differences (Wuthnow,2002).

Wuthnow's research indicates that religious involvement can facilitate the accumulation of status-bridging social capital in several ways. First, religious communities often attract individuals from various socioeconomic backgrounds, allowing people to connect with others they might not typically encounter in their everyday lives. This diverse composition of religious congregations provides a platform for interactions and relationships between individuals of different social statuses (Wuthnow, 2002). Second, religious institutions offer spaces and activities that promote social interactions. Attending religious services, participating in religious organizations, and engaging in communal events provide opportunities for individuals to engage in face-to-face interactions and develop relationships with others from different social backgrounds. These connections can lead to the exchange of information, resources, and support.

The formation of status-bridging social capital through religious involvement has important implications. It can contribute to social integration by fostering understanding, empathy, and acceptance among individuals from diverse backgrounds. By breaking down social barriers, religious involvement helps reduce prejudice and promotes a more inclusive and cohesive society. Furthermore, the accumulation of status-bridging social capital can provide individuals with access to resources and opportunities they may not have had otherwise. Within religious networks, individuals can benefit from social support, gain information about job opportunities, receive mentorship, and access other forms of assistance. This social capital exchange within religious communities creates a sense of mutual support and collective well-being. At the community level, status-bridging social capital generated through religious involvement contributes to a stronger sense of community and social cohesion. These connections foster collective action and cooperation, enabling communities to address common challenges and work towards shared goals (Wuthnow, 2002).

In summary, Wuthnow's article provides a detailed exploration of how religious involvement can facilitate the formation of status-bridging social capital. It highlights the significance of religious institutions as social spaces that bring together individuals from diverse backgrounds. Through shared experiences and interactions, religious involvement fosters connections that bridge social divides, promoting social integration, reducing prejudice, and contributing to individual and communal well-being. Wuthnow, R. (2002).

Robert Wuthnow's *After the Baby Boomers* was published in 2007. In this book, Wuthnow examines the religious attitudes, beliefs, and practices of young adults in America. He explores the ways in which their perspectives shape the future of religion in the country. The book focuses principally on the generational shifts in religious behaviour and the challenges faced by religious institutions in engaging younger generations. It also indirectly mentions about the relationship between religion and social capital. Wuthnow suggests that religious communities provide spaces for social interaction, networking, and the cultivation of social relationships among young adults. He argues that these interactions within religious contexts can contribute to the formation of social capital by fostering trust, cooperation, and a sense of belonging. By engaging in religious activities, young adults may find opportunities for community involvement, civic engagement, and the development of social networks, all of which are central to the concept of social capital (Wuthnow, 2007). Moreover, Wuthnow explores how religious organizations can serve as platforms for social support, mutual aid, and collective action. These aspects of religious participation can enhance social capital by providing individuals with resources, assistance, and a sense of solidarity within their communities. While *After the Baby Boomers* focuses on generational changes in religious behaviour, it offers insights into the potential role of religion in fostering social connections, trust, and community engagement among young adults, which are key components of social capital (Wuthnow, 2007).

Religious traditions often provide a set of shared norms and moral foundations that guide individual behaviour and shape community standards. Alesina and Giuliano (2011) examined the relationship between religion and social capital across different countries and found that religious beliefs and practices were associated with higher levels of trust and cooperation. The adherence to religious values fosters a sense of social cohesion and collective

identity, reinforcing trust and cooperation among community members. They argued that religious norms and values contribute to the formation of a collective identity and strengthen social cohesion, thereby enhancing social capital. Such shared norms serve as a social glue that strengthens social capital by promoting a common understanding of what is considered right and wrong (Alesina& Giuliano, 2011).

In the article “Is Religious Service Attendance Declining?” published in the *Journal for the Scientific Study of Religion* in 2007, authors Stanley Presser and Mark Chaves examine the trends in religious service attendance in the United States and address the question of whether there has been a decline in religious participation (Presser & Chaves, 2007). The authors analyze data from multiple national surveys conducted between the 1970s and the early 2000s to assess changes in religious service attendance over time. They investigate different religious traditions and denominations, as well as various demographic groups, to provide a comprehensive understanding of the trends.

Presser and Chaves find that there has been a decline in religious service attendance in the United States. They note that the decline is evident across different religious traditions, including mainline Protestant, evangelical Protestant, and Catholic denominations. However, the decline is not uniform across all groups, as some conservative Protestant denominations have experienced less or no decline. The authors discuss several potential factors contributing to the decline in religious service attendance. They highlight shifts in cultural attitudes towards religious authority, changes in religious beliefs and practices, and generational differences in religious commitment. Additionally, they suggest that social and demographic changes, such as increased mobility, urbanization, and the rise of non-traditional family structures, may also influence the decline (Presser & Chaves, 2007).

Presser and Chaves acknowledge that while there has been an overall decline in religious service attendance, it is not necessarily indicative of a decline in religious belief or spirituality. They suggest that individuals may engage in alternative forms of religious expression outside of traditional religious institutions, such as personal spirituality or participation in non-institutionalized religious activities (Presser & Chaves, 2007). The authors also caution against overgeneralizing the decline in religious service attendance, emphasizing the importance of considering variations across religious traditions, denominations, and demographic groups. They highlight that different religious groups have unique patterns of attendance, and factors influencing religious participation may vary among them.

In conclusion, Presser and Chaves’ article provides a comprehensive analysis of trends in religious service attendance in the United States. They demonstrate that there has been an overall decline in attendance across different religious traditions, while acknowledging variations within specific groups. The article offers insights into the complex factors contributing to this decline and highlights the need for nuanced understanding when examining religious participation trends (Presser & Chaves, 2007).

While religious institutions often promote prosocial behaviour, there can also be occurrences where religious norms and values clash with broader societal norms, leading to the exclusion or stigmatization of certain groups. These dynamics can undermine social cohesion and trust, and consequently weaken social capital.

The perspectives of influential thinkers highlight the complex interplay between religion

and social capital. Religion and social capital share a complex and multifaceted relationship. Religion plays a significant role in shaping social capital through the establishment of social networks, trust, civic engagement, and shared norms. From Putnam's analysis of the positive relationship between religion and social capital to Wuthnow's exploration of the role of faith communities, each thinker contributes to our understanding of how religion shapes social interactions and community cohesion. Religious beliefs and practices strengthen social networks, trust, and civic engagement, promoting a sense of shared identity and values. Religious institutions can serve as bridges, connecting people from diverse social backgrounds and fostering social connections that transcend social and economic differences. However, it is essential to consider the limitations associated with the relationship between religion and social capital, such as potential exclusivity, contextual factors, and negative effects. Understanding these complexities can help policymakers, community leaders, and scholars foster stronger and more inclusive communities.

Works Cited:

- Alesina, A., & Giuliano, P. (2011). The power of religion. *The Economic Journal*, 121(557), 484-516.
- Berger, P. L. (1990). *The Sacred Canopy: Elements of A Sociological Theory of Religion*. Anchor Books.
- Durkheim, E. (1915). *The Elementary Forms of the Religious Life*, The Project Gutenberg EBook. 41360, p.431, Release Date: November 13, 2012. Retrieved 10/06/23: (http://www.gutenberg.org/files/41360/41360-h/41360-h.htm#Page_445)
- Presser S, Chaves M. Is religious service attendance declining? *Journal for the Scientific Study of Religion*. 2007;46(3):417–23.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon and Schuster.
- Putnam, R. D., & Campbell, D. E. (2010). *American Grace: How Religion Divides and Unites Us*. Simon and Schuster.
- Wuthnow, R. (2002). Religious involvement and status-bridging social capital. *Journal for the Scientific Study of Religion*, 41(4), 669-684.
- Wuthnow, R. (2007). *After the baby boomers: How twenty- and thirty-somethings are shaping the future of American religion*. Princeton University Press.

Caste in Indian Politics: A Sociological Overview

Dr. Akhilesh Kumar Rai

Assistant Professor, Department of Sociology, V.K.M., B.H.U., Varanasi

Abstract

The caste system is a significant feature of India's social and political structure. It is connected with the social and economic status of the members of the society. It offers a specific ethnic identity to its members. Indian society is an ordered society. Caste is the base of the Indian social stratum. Caste plays a significant role in Indian democracy. Every activity in the Indian political system is directly or indirectly regulated by caste. Leaders of some political parties use it for their egotistic interests, further aggravating the prejudiced attitude of the general community. Caste plays a distinct role in political thinking and individual involvement. After independence, our constitution came into existence. Our constitution provided equal fundamental rights to every citizen of the society. This in some way deteriorated the caste system. But, democratic politics, adult franchise, and reservation policy provided air to the caste system and now it is the most powerful feature of party politics in Indian society. Against this backdrop, this paper aims to analyze the present status of politics in India while relating to caste.

Keywords: Caste, Democratic Politics, Ethnic Identity, Political Socialization, Pressure Group

Introduction:

The word 'caste' denotes the social status group whose membership is primarily determined by birth (Shekhon, 2000). "The caste system is inherited, an endogamous group that is mostly restricted to the local area. It has a long history of being associated with a profession and a specific place in the local caste system" (Srinivas, 1962). At the local level castes are divided into smaller groupings of sub-castes which are called 'Jati'. Every 'Jati' is an occupational group. The similarity of work gives them similar social identities. They are further classified according to wealth, power, and privilege (Shekhon, 2000). "It became a closed system of social stratification which levels impurity and subservient position to the low castes while providing privileges and purity to upper castes. The most trustworthy text of Hinduism, Manusmriti, established extreme inequity as the law of social engagement and justifies social exclusion" (Devis, 1911).

After independence constitution of India abolished all types of inequality based on caste, creed, or nationality and dispensed equal fundamental rights to every inhabitant of the country. But, even today caste and caste sentiments are dominant in modern Indian society. The caste system is sustained for a variety of reasons by various groups of inhabitants. The upper strata of castes want to keep caste alive so that they can continue to dominate the lower castes and preserve their supremacy. Backward castes adopt a dual approach to cope with this situation. They use their caste identity to get economic and political rewards on the one hand and in another hand, they also participate in different activities to eliminate upper castes' socio-economic hegemony in society. "Parliamentary democracy and adult franchise system of voting converted castes groups into a vote bank. The majority of political parties use caste to further their own goals. To win the most votes, political parties adopt caste-based slogans. The caste system is exacerbated by such caste-based politics. Some political leaders seek to separate society's citizens, and caste-based politics becomes their primary goal" (Beteille, 1966). It threatens society's equilibrium and leads to bloodshed. Many times, political parties pick candidates based on caste to exploit the social demography of the region. Caste alliances become the most reliable means for Political parties to win elections in a somewhat different way. These political parties normally divide individuals by making contentious caste-based claims. In this way, most political parties try to attract public votes (Shukla, 2008). "The politicization of caste takes caste and politics nearer together, changing their form in the process. Politics finds material for articulation when it takes in the caste system into the web of structure, and caste has a chance to create its identity and position when it makes politics its arena of activity" (Kothari, 1970). The affiliation between caste and politics is largely one of the aims of coordinating public activities. Rajni Kothari opines that "electoral politics in Post-Independent India led to the involvement of primitive social structure and its leadership in action either directly or indirectly. The caste system influenced the structural and intellectual foundations of political mobilization" (Kothari, 1970).

MN Srinivas used the term 'dominant caste' which is very important to know the link between caste and democratic politics in India. "A dominant caste is statistically leading and wields political power as a result of its numerical dominance. During elections, politicians find caste to be a valuable and appropriate tool" (Srinivas, 1966). Politics in Indian states have now and then been supposed as a fight for political supremacy among main caste groupings. National politics are also considered to be fractionalized by caste. "Political leaders who had previously been barred from entering the sphere are now allowed to do so. As a result of the rise of adult franchise and the Panchayati Raj System, intermediate castes aim to be dominant in all spheres" (Hasan, 2002).

Article 15 of the Indian Constitution prohibits any form of discrimination against Indians based on religion, race, caste, sex, or place of birth. However, Article 15 (4) was amended to indicate that nothing in this article prevents the state from creating specific provisions for the progress of socially and educationally underprivileged individuals (Basu, 2004). As a result, the constitution includes two contrasting concepts of equality, one based on individual rights and the other on group rights. The Mandal Commission demarcated Backward classes principally in terms of caste. It became more significant to be a member of a caste than to be a member of a certain social class. Caste membership became the decisive factor in getting class aids.

Objectives of the Study:

1. To investigate the role of caste in Indian politics.
2. Identifying measures to combat the immoral caste-politics relationship.
3. To make useful suggestions.

Methodology:

This paper is based on secondary data sources which include government documents, census reports, published reports of different commissions, books, journals, articles, newspapers, and websites.

Role of Caste in Indian Politics

Impact of Caste on Political Socialization:

Every caste has its specific orientation regarding the selection of political parties and to support their ideologies. People acquire membership of a caste by birth and come under the influence of caste groupings and casteism as he/she develops his/her political orientation, attitudes, and beliefs. His/her socialization and, as a result, his political thinking, consciousness, and engagement are influenced by 'caste values' and 'caste interests'. For occupying and performing leadership roles, he/she relies on caste unity.

Leadership Recruitment and Caste:

The process of leadership recruitment is influenced by the caste. "Most Indians support politicians who are members of their caste or religion. In the election process, identity politics is very successful. Because most individuals distrust leaders from outside their community. People from the top castes, in particular, have little faith in leaders from other castes" (R. Cyril, 2009). This is especially true in states like Haryana, Bihar, Uttar Pradesh, Tamil Nadu, and Andhra Pradesh, where people are very 'caste conscious'. The leadership of Haryana is made up of either Jats, Bishnois, or Brahmins. Yadavs or Kurmies are leaders in Bihar. The Reddys, Kammas, and Valamas are state leaders in Andhra Pradesh.

Caste factor in Party Politics:

The caste factor is a feature of the Indian political system. "Caste is used by all political parties to secure votes in elections. Some political parties are based on caste explicitly, while others are based on caste indirectly. The caste element has a strong influence on regional political parties in particular." (K, Hardeep, 2018). "The lower caste was mobilized by the democratic setup, socialist quota politics and Kisan politics, and the proclamation of reservation for OBCs, which culminated in several caste-pro parties in various North Indian states." (J. Christophe). The Akali Dal in Punjab is influenced by the problem of Jats vs. non-Jats. While the BSP in U.P. relies heavily on support from the Scheduled Castes, S.P. on Yadavs, and the BJP rely heavily on support from high-caste Hindus. "In Bihar, Lalu Prasad of the Rashtriya Janata Dal united the large Yadav caste into a formidable political entity. Nitish Kumar of the Janata Dal (United) then went on to unite the castes below the Yadavs and give them a political voice" (C. Lalita, May 2018).

Caste Factors in Elections:

In India, the caste system is a significant element in electoral politics. "Caste angle is taken into consideration while deciding a candidate for every specific constituency. Who

will be the star campaigner for a specific region is also decided by the caste background of that leader. Slogans and issues are carefully selected for various regions to satisfy the particular caste groups' interest" (Panandikar & Kashyap, 2001). Each and every party, whether it is a national party or regional party, of the country, takes caste into account when choosing candidates. Religious polarisation is another form of caste influence in Indian politics. "Votes are pursued based on caste throughout political drives. When choosing candidates and appealing to supporters throughout election drives, caste factors are heavily weighed. Elections' most significant political entity is caste" (Palmer, N.D. 1962).

Fragmentation and Solidarity Factor:

In Indian Politics, caste groups are both a divisive and unifying power. It serves as a foundation for the creation of various pressure groups in Indian society. Every such group struggles for power and influence with others. "The democratic process of penetrating further and deeper into the body politic to incorporate newer castes into the upper socio-economic and political strata is a marvel of Indian democracy. The so-called identity politics that we have been witness to all these decades has to be recognized as a serious effort by the marginalized sections of society to bridge the gap between themselves and others, bringing in greater inclusion and equality. It is a major mobilizing force in Indian politics" (C. Lalita, 2018). Castes serve as a unifying energy in an agrarian society. The power pool in these societies is restricted to some specific pockets of the region. Redistribution of power is taken place within various caste groups. The existence of two or three large caste groups, on the other hand, leads to factionalism.

Caste and pressure groups:

An organization known as a pressure group works to insert pressure on the administration on behalf of some specific groups who have similar objectives and interests. "In India, however, a variety of pressure groups have been formed to preserve the interests of distinct castes". The workings of the pressure group are also influenced by caste, which forces the government to operate in the interests of particular castes. By making concessions to various castes, political parties compete with one another for their support. Numerically and economically dominant castes also act as a pressure group and always try to pressurize political parties to choose their members for candidature in elections" (Agrawal, 1998).

Caste in government policymaking:

While developing public policy is a crucial duty for effective governance and the improvement of society, caste has a distinct influence on the government's numerous policies and programs. Political parties make decisions with the caste in mind. Individual voting behavior, political participation, and party formation are all influenced by caste. Caste also has a considerable effect on the selection of candidates for the Council of Ministers and other political statuses in the government.

Caste and the Indian Constitution:

Before independence, some parts of Indian society, such as the SC, ST, and OBC, were economically, socially, and politically backward. They had to rely on others and deal with a variety of issues as a result. As a result, after independence, the Indian Constitution includes provisions for the development of these underprivileged communities, including equal rights

and seat reservations in several sectors. “The state is required by Article 46 of the Indian Constitution to protect the rights of the backward castes and also act for their benefit. These groups of people shall be protected from all types of prejudice and oppression as a result. According to Article 330 seats in the Lok Sabha are reserved for SCs and STs. Similarly, SCs and STs are guaranteed seats in every State Legislative Assembly under Article 332” (Lok Sabha report on SCs & STs, March 2000).

Caste and local politics:

In India, local self-government is used for the participation of rural people. It is stated in our constitution that local people’s concerns in rural areas should be settled by elected members of it. “When it came to bringing the political system to the villagers in India, the local self-government was essential. The efficacy of the government in the nation is increased by the local government in rural India. Local politics, however, are clearly influenced by the dominant castes. The top castes are getting more privileged because they are more influential politically and economically, while the lower castes are getting worse off.” (K, Hardeep, 2018). This caste-based political system, it might be stated, obstructs the Panchayat Raj Institution’s ability to function independently.

Administration and caste:

Administration is an important aspect of any country’s government system. The caste system has had an impact on India’s governance. In several circumstances, specific castes are given preferential consideration in administrative tasks. These political parties occasionally make appointments, transfer promotions, and other promotions to administrators based on their caste. As a result, in some circumstances, administrators must work while considering the interests of political parties.

Suggestions:

1. Caste-based politics should be abandoned by political parties.
2. No caste-based slogans or comments should be propagated by political parties.
3. Caste-based appointments in various political and administrative offices should be abolished.
4. Rather than caste or self-interest, political parties should propose candidates based on education and merit.
5. Education is the most crucial strategy to eradicate caste-based politics. Caste can be less influential in society if education is widely distributed.
6. From a young age, children should be taught the value of equality in the home and at school.
7. Through various means, people in society should be made aware of the detrimental impacts of caste.
8. The concept of brotherhood should be instilled in individuals to prevent caste-based violence.
9. Rural development should be prioritized via Panchayat Raj Institutions, with no distinction made between upper and lower castes.
10. Every member of society should vote based on the candidate’s merits and community service.

Conclusion:

Caste and politics are indistinguishably linked, and this affiliation has a great influence on Indian society. Caste is a historically substantial component of the Indian social system that plays an exceptional role in Indian politics in a variety of ways. India is a democratic country with equal rights and freedoms for all people. Individual equality, however, is hindered by caste. Caste separates people into high and low castes, undermining Indian democracy's freedom. India follows a liberal democratic system that highlights equality, justice, and liberty. Democracy and caste operate against each other. Individuals' lives are hindered by caste, while democracy allows them to survive on their own. With the contribution of politics and caste, the situation is worsening. The way political parties exploit caste for their gain causes a flock of problems in society. Political violence recurrently emerges as a result of different political parties being divided into diverse ideologies based on caste and working in the interests of their caste. Political parties use caste to endorse their slogans and drives. So it can be claimed that caste will endure playing an important role in Indian politics. If people vote based on caste rather than the candidates' contributions to society, India would lose its true democratic spirit. Caste is simply an identifier. Caste should never be a factor in defining a person's value. The growth of society needs breaking the blind faith in caste and founding a society with equal social rights and justice. Political parties should abandon caste-based politics and emphasize the individual's growth in society. Our educational system also plays an important role in confiscating the caste system, as children should be taught equality and brotherhood from a young age, confirming that the caste system is ultimately eradicated. Various social agencies, schools, and the media should be tasked with nurturing a wide-ranging perception among the public to eliminate caste attitudes. Society must be made conscious of the negative costs of this age-old caste system. However, the most active way to escape caste politics is to abolish caste. At the same time, to endure national unity and integrity, political parties must look outside their interests.

References:

- Agrawal, S.S. (1998), "Religion and Caste Politics", Jaipur: Rawat Publication, p.121
- Basu, D.D. (2004), "Introduction to the Constitution of India", 4th Edition, Nagpur: Wadhava & Company
- Beteille, Andre (1966), "Caste, Class and Power", London: Oxford University Press, p. 235
- Chandrashekhar, L. (May 7, 2018), "The Emancipatory Power of Caste Politics", The Hindu: 23:29 IST
- Davis, R. (1911), "Buddhist India", London: T Fisher Unwin, p. 41
- Hasan, Joya (2002), "Party and Party Politics in India", New Delhi: Oxford University Press, p. 121
- Jaffrelot, C. (2003), "India's Silent Revolution", London: C. Hurst & Co Publishers, p. 58
- Johari, J. C. (1973), "Caste Politicization in India", Indian Political Science Review, 7(2), P. 185-216
- Kaur, H. (2018), "Role of Caste in Indian Politics" Vol. 5, Issue 1, IJCESR, p. 119
- Kothari, R. (1970), "Politics in India (2nd Edi.)", Orient Black Swan, p. 91
- Kothari, R. (1970), "Caste in Indian Politics (Rev. Edi.)", Orient Black Swan, p. 46
- Lok Sabha Report (March 2000), "Committee on Welfare of SCs & STs", New Delhi, P. 7

- Pandikar, Pai & Kashyap(2001), “Political Reforms: Asserting Civic Sovereignty, New Delhi: Konark Publishers, p. 225
- Robin, C. (2009), “Bihar the Stronghold of OBC Politics” in “Rise of Plebians edited by Jaffrelet, C. & Kumar, S., New Delhi: Routledge India,p.64-92
- Sekhon, (2000), “Jati in Modern India”, London: T. Fisher Unwin, p. 42
- Srinivas, M.N. (1962), “Caste in Modern India and Other Essays”, Bombay: Taylor & Carpenter, p.8
- Srinivas, M.N. (1995), “Social Change in Modern India (Rev. Edi.)”, Orient BlackSwan, p. 26
- Shukia, S. (2008), “Issues in Indian Politics”, New Delhi: Anamika Publishers, p. 192



Global Environmental Issues: Water & Energy Crisis

Amit Behal

*Associate Prof. & Head Dept. of Pol. Sc., Guru Nanak College, Killianwali
District Sri Muktsar Sahib (Pb.)*

Abstract:

There is also a fracture between the present and future. There is a divide between the requirements of today and the needs of conservation for the future. The challenges are multi-faceted and they are all around us. However, the only hope is that we all want to tackle them. We want to see a co-operative, harmonious, sharing and caring world. In fact, this is where the hope lies. Gandhi Ji also used to say there is enough in Nature for your Need; but not for your greed. In our culture, we treat the Nature as our mother. We also believe that man only has the right to milk it; not to destroy it. That is why, through the Paris Agreement, we have assured the global community that our development process would be entirely in line with our cultural ethos towards environmental safeguards. In fact, we are not only aware of our responsibilities towards climate change; we are willing to take lead in mitigating its effects. To demonstrate sustainability of our development process, we have made major commitments. We are having a holistic attitude towards World Body UN and its efforts to reduce carbon footprints by celebrating the World Environment Day on June 05 and other such like events every year. Due to this belief, we have learnt to live in a way that is conducive to existence of man vis a vis man as well as Nature; which is conducive to the needs of today as well as next generations.

"We know how to live in sync with nature. We love nature. The environmental problems confronting the world today... We have a way to resolve the problem of global warming. Our ancestors have shown it to us. India has a solution to the problem of global warming and other environmental issues confronting the world today." - P.M. Modi addressing the nation on the 76th Independence Day.

Introduction:

An environment is generally defined as the surroundings or conditions in which a person, animal or plant survives or operates. An Environment is everything that is around us, which includes both living and non-living things such as soil, water, animals and plants, which adapt themselves to their surroundings. It is nature's gift that helps in nourishing life on Earth. The environment plays an important role in the existence of life on the planet

earth. From this, it must be relatively easy for one to comprehend its importance in the famed cycle of life. Our environment is constantly changing, and as our environment changes so does the need to become increasingly aware of the environmental issues that are causing these changes. With a massive increase in natural disasters, warming and cooling periods, and different types of weather patterns, people need to be a lot more cautious with the way they lead their lives in conjunction with the types of environmental issues our planet is facing. Environmental issues are a warning of the upcoming disaster. If these issues are not controlled, there will soon be no life on earth. Environmental issues are the harmful effects of human activities on the environment.

‘Global Environmental Issues’ is a phrase that refers to the effect on the climate of human actions. At the dawn of the third millennium, a powerful and complex web of interactions is contributing to unprecedented global trends in environmental degradation. These forces include rapid globalization and urbanization, pervasive poverty, unsustainable consumption patterns and population growth. Often serving to compound the effects and intensity of the environmental problems described in the previous section, global environmental challenges require concerted responses on the part of the international community. Global climate change, the depletion of the ozone layer, desertification, deforestation, the loss of the planet’s biological diversity and the transboundary movements of hazardous wastes and chemicals are all environmental problems that touch every nation and adversely affect the lives and health of their populations. As with other environment-related challenges, children are disproportionately vulnerable to and suffer most from the effects of these global trends. Moreover, all of these global environmental trends have long-term effects on people and societies and are either difficult or impossible to reverse over the period of one generation. Unless, effective global actions are taken early, we will end up plundering our children’s heritage and future in an unprecedented way.

Water Crisis:

Water Scarcity is an important environmental issue. Adequate access to safe drinking water is a priority for global development. However, given the challenges of population growth, profligate use, growing population, and changes in weather patterns due to global warming, many countries, both wealthy and poor are facing water scarcity in the 21st century. According to the United Nations World Water Development Report of 2022, global concern is growing over the rapid withdrawal of fresh water from streams, lakes, aquifers, and human-made reservoirs, as well as the impending water stress and scarcity experienced around the world. Moreover, this situation has also been aggravated by changing climatic trends, frequent natural disasters and sudden quakes of pandemics.

Promoting sustainable economic growth is paramount in India’s transition towards a 5 trillion dollar economy. Water is one such vital resource in this endeavour. India, accounting for around 17% of the world population, has been endowed with just 4% of the world’s fresh water resources, which clearly highlights the need for its judicious use and efficient water risk management. The problem of water scarcity has gained a lot of importance due to the potential damage it can inflict. As per some reports, 1.1 billion people worldwide lack access to water, and a total of 2.7 Billion people find water scarce for at least one month of the year.

The United Nations World Water Development Report of 2022 has encapsulated global

concern over the sharp rise in freshwater withdrawal from streams, lakes, aquifers and human-made reservoirs, impending water stress and water scarcity being experienced in different parts of the world. India has 4 % of the world's freshwater which has to cater to 17 % of the world's population. As per NITI Aayog report released in June 2019, India is facing the worst-ever water crisis in history. Approximately 600 million people or roughly around 45 % of the population in India is facing high to severe water stress. As per the report, 21 Indian cities will run out of their main source of water i.e. groundwater by 2020. The report goes on to say that nearly 40 % of the population will have absolutely no access to drinking water by 2030 and 6 % of India's GDP will be lost by 2050 due to the water crisis.

Energy Crisis:

It was in 1973 when developed and developing countries of the world gathered on a common platform and expressed a serious concern over this alarming problem. They admitted that demand of energy is increasing enormously with the population explosion. Our conventional energy resources would serve us 30-35 years more because they are non-renewable and unsustainable. Due to over exploitation, these resources are depleting from earth. Side by side these conventional sources of energy produce large amount of environmental pollutants in the form of gases and spills which lead to green house effect or Global Warming.

The engine of economic growth in each country is propelled by development of energy, 70% of which is developed from the combustion of coal and gas. The transport system also mostly runs on oil. So when the UN asked for cut down of CO₂ emissions, it was actually asking for a cut in the economic growth. And in this competitive scenario, no country is ready to make this sacrifice. That is why, UN Conferences on global warming always end in a blame game. Every country is working overtime to achieve an economic growth of 7-10% of the GDP which means doubling of energy demand every decade. It is a hard fact that developed world consisting of 30% population of World, uses 80% of the total energy of the world and developing world consisting of 70% population of world consumes only 20% of the total energy. Per Capita daily consumption of energy is highest in USA.

Traditionally, fossil fuel is used for energy generation. It emits obnoxious gases that cause global warming, ozone hole and acid rain. With industrialization, energy consumption has increased. The scarcity of energy is a worldwide problem. China alone is consuming 12% of the world's energy and as per the report of 'World Energy Outlook', India too occupies sixth position as an energy consumer in the world. India is primarily dependent upon Conventional energy sources to meet our energy demands. The installed capacity in the country increased from 1,300 MW at the time of Independence to about 102,000 MW now, a near 1,000-fold increase over a period of 60-65 years. Of this, about 70% comes from coal, gas and oil-based generation, while about 25% is from hydroelectricity. Of the balance 5%, about 2% comes from renewable energy sources, while only less than 3% is generated from nuclear sources.

The growing economy of India needs more energy. There is a sharp rise in the consumption of energy in India since the last decade of 20th century. This chiefly led to the situation of 'Energy Crisis' which has a great bearing on all socio-economic development of a country and its sovereignty. At present India's most energy needs are fulfilled with the coal and oil.

India has to import a major portion of petroleum products, approx. 70% of its total consumption. Soaring international prices of crude oil entails heavy outflow of foreign exchange and there is omnipresence of energy insecurity in the event of disruption in supply. A few years ago the Washington based World Watch Institute predicted that India & China would become dominant powers in the world with their huge potential for alternate energy forms such as solar energy. “India & China are especially well positioned to become leading centres of next energy system. The economic & political centre of gravity could shift from developed countries like the USA & the E. U. to India, China and other developing countries”. Finally, the country has a huge untapped potential from the renewable technologies. Indian Engineers & scientists with support from industry and the government can definitely come up with technological innovations. The time has come for both the govt. and the consumer to think seriously about energy conservation, without which the future generation will find it difficult even to breathe & survive.

Conclusion:

Environment is the foundation and support of human existence and survival and the guarantee of sustainable human development; environmental protection has undoubtedly become a common understanding and development strategy of all countries of the world. Now humankind is striving into the historical process of post-industrial society and is trying to reach rebalance with environment in later stage of development. All countries need to perform respective duties and obligations in environment governance, in joint efforts to plan economic development, social progresses and environment protection to realize mutual wins and sustainable development of the world and to create an Earth homeland for harmonious co-existence of humankind and environment. Wide spread of environmental problems beyond national border and globe-wide occurrence of environmental pollution have decided that the protection of environment is the common responsibility of the entire human beings, something not completed simply by the developed countries or individual organization; it requires full participation of the vast developing countries and underdeveloped countries to actively push the negotiations about international environment issues and carry out global collaboration.

In India's 75th anniversary of Independence, it is time to examine the state of its water resources, energy needs and ensure that the development process is not in jeopardy. So it is a hard reality that non-conventional priorities like environment have acquired a significant place in the formulation of India's foreign policy in the post cold war era. One year after Russia's war in Ukraine began, the global energy crisis has worsened, and renewables have emerged as a viable solution to energy security, with unprecedented growth predicted over the next five years. Padma Bhushan Awardee & Noted Scientist P.M. Bhargwa has rightly opined that -India needs to address five core problems if it wants to become a developed and modern nation. The five key problems hurting the nation are **education, water, energy, corruption & governance**. Prime Minister Narendra Modi gave a call for “one planet, many efforts”, including a human centric approach and robust action to deal with climate change and challenges facing the environment. Prime Minister recalled that Mahatma Gandhi talked about a zero-carbon lifestyle. In our daily life choices, let us pick the most sustainable options, he said. He urged all to follow the principle of reuse, reduce and recycle. Our planet is one but our efforts have to be many – One earth, many efforts. “India stands ready to support any

effort for a better environment and to further global wellness. Our track record speaks for itself,” he concluded on World Environment Day-2022.

The Ministry of Environment, Forest and Climate Change, Government of India organized the World Environment Day on 5th June 2023 with a thrust on the Mission LiFE. The concept of LiFE, i.e., Lifestyle for Environment was introduced by The Prime Minister at the World Leaders’ Summit in Glasgow at COP26, when he gave a clarion call to rekindle a global pursuit to adopt environment friendly lifestyles and practices. As a part of Mission LiFE, a comprehensive and non-exhaustive list of 75 individual LiFE actions have been identified across 7 themes – save water, save energy, reduce waste, reduce e-waste, reduce single-use plastics, adopt sustainable food systems, and adopt healthy lifestyles. The theme for this year’s World Environment Day is *“Solutions to Plastic Pollution”*, a topic which aligns with one of the 7 themes of Mission LiFE: *“Saying No to Single-use Plastics”* and is also linked to implementation of a number of LiFE actions. The Prime Minister, Shri Narendra Modi addressed the gathering on the World Environment Day through video message today. Addressing the gathering, he underlined that India has already undertaken significant efforts since 2018 for plastic pollution in two phases- ban on single use plastic and compulsory plastic waste processing.

The Prime Minister stated that India has drawn a roadmap for tackling climate change and environment protection by maintaining a balance between present requirements and future vision and in the last 9 years, various initiatives such as Green Hydrogen Mission, Natural Farming efforts, focus on green and clean energy were introduced. Even in the midst of the global pandemic, India continued to make progress while maintaining the balance between ecology and economy. He congratulated the Ministry of Environment, Forest and Climate Change for the launch of *Amrit Dharohar* and Mangrove Initiative for Shoreline Habitats and Tangible Incomes (MISHTI) initiatives on the occasion of World Environment Day. On *Amrit Dharohar* and MISHTI, Prime Minister further spoke about India’s achievement on wetlands and Mangrove restoration with *‘janbhagidari’*, which could serve as centres of ecotourism and generate green jobs as well. He stressed on how India has successfully raised the issue of Climate Justice before the International Community. The Prime Minister emphasized the relevance of LiFE and its increasing importance at the global level as a means of combating climate change. He expressed satisfaction that LiFE is transforming into a Global Mass Movement.

References:

- **World Focus**, A Premier Indo-Centric Foreign Affairs Journal, Special Issue, Sustainable Environment & Energy Security, October 2016, ISSN 2230-8458.
- **Global Environmental Issues**, Research Article by S Vijay Anand <https://www.omicsonline.org/scientific-reports>.
- **India’s Foreign Policy: Contemporary Trends**, Dr. R. S. Yadav and Dr. Suresh Dhanda, Shipra Publication, Ed. 2009, ISBN: 9788-1754-14754.
- **Global Environmental Issues and Human Well being** https://link.springer.com/chapter/10.1007/978-3-642-54678-5_1.

- **Energy: Take a Holistic Approach**, Article of S. K. Sharma, The Tribune, September 24, 2005.
- **Environmental Studies**, Arvind Walia, Hemant Swami & Inder Kumar, Kalyani Pub., ISBN: 978-81-272-5634-0.
- **Towards Water Wisdom**, Ramaswamy R. Iyer, Sage Pub., 2007.
- **World Focus**, A Premier Indo-Centric Foreign Affairs Journal, COP 27, January 2023, ISSN 2230-8458.
- **How the Russia-Ukraine war accelerated a global energy crisis** <https://www.reuters.com/business/energy/year-russia-turbocharged-global-energy-crisis-2022-12-13>.
- *<https://pib.gov.in/PressReleasePage.aspx-05-06-2023>

The Change in English Language Teaching in Kerala During the Covid 19 Pandemic Period

Anupama P¹, Dr. D. Radharamanan Pillai²

1. *Research Scholar; Reg no: 19213094012020, M.S. University, Thirunelveli.*
2. *Supervisor & Professor, Centre for Post Graduate Studies and Research in English, Muslim Arts College, Thiruvithamcode, Tamil Nadu.*

Abstract

The impact of the pandemic has greatly affected the field of education. All the educational institutions around the world were forced to shut down and it posed a great threat to the traditional model of teaching and learning. A study conducted by UNESCO affirms that almost 1.2 billion students in 143 countries were affected by the effect of the pandemic. During the crisis period, it was the online learning mode that saved the education sector as the educational institutions switched to e-learning with available learning platforms. The sudden transformation has made numerous challenges in the field of teaching and learning. This study explores the potential challenges faced by teachers and learners during the pandemic time in using e-learning management systems in higher educational institutions across Kerala. The study also tries to explore how learning management systems can be used more effectively in the coming future. The target group of the study is the students and teachers from higher educational institutions under Kerala University. The researcher has designed two different questionnaires and conducted online surveys to analyze the perspectives of teachers and students. This study mainly focuses on three dimensions—the impact of e-learning management systems during the Covid -19 pandemic, advantages and challenges of implementing e-learning management systems for language teaching in Kerala.

Keywords : ICT, Covid-19, E-Learning, educational technology, pedagogy.

Introduction :

The emergence of Covid-19 has made tremendous changes in every walks of human life. The abrupt closure of the educational institutions has forced educators to choose an alternative way of teaching over the traditional learning methods. Even though many educators were not prepared to embrace the technology-assisted way of teaching, they were forced to make use of the possibilities of e-learning. The educational institutions started growing outside the four walls of the classroom and started taking advantage of the digital environment.

Even though ICT oriented teaching has numerous benefits to offer, the sudden shift from face to face learning to online mode, created by the pandemic, has caused numerous issues. The teachers who are at the front line of the tremendous change have faced enormous pressure to cope with the new scenario. In a regular situation, online course designing follows a systematic instructional design process by considering the needs of the students and by analyzing their prior experiences. However, the rapid change of instructional methods during the Covid 19 pandemic made it difficult for proper instruction design procedures and team-based assistance for course development. Thus, the educators had to face and cope with the challenging times along with less support from their colleges and institution where they work. Such issues have kindled numerous new challenges in the field of teaching and learning. This study analyses the use of e-learning management systems in Kerala during the pandemic time and the advantages and challenges it posits. Also, the study tried to identify why the teachers fail to bring out the maximum benefits of e-learning management systems and also tries to bring out possible solutions for it. To identify these issues, the researcher has made use of document analysis and survey methods. The researcher has designed two types of questionnaires and conducted online surveys to analyze the perspectives of both teachers and students.

Advantages of using e-learning management systems.

E-learning facilitates education through the internet, network or standalone computer. It fosters the network-enabled transfer of skills and knowledge. It refers to the use of electronic applications and processes such as Web-based learning, computer-based learning, virtual classrooms and digital collaboration in the teaching and learning process. Commendable evidence from numerous studies across the world shows that technology-oriented teaching has umpteen benefits to offer when compared to the traditional mode of teaching. An effective and well-established learning management system has numerous benefits. It is a potent way to create, manage and deliver content and to actively observe learner participation.

Effectiveness of e-learning management systems : If designed properly, courses offered through learning management systems catch the attention of the learners more effectively. It helps the instructors to deliver engaging and interactive classes. In addition to the course content, instructors can use the numerous possibilities provided by the e-learning platforms. As per the survey conducted for the research 85% of the teachers strongly supported the opinion that e-learning management systems are highly effective and interesting. In addition to this 51% of the students who attended the survey believes that e-learning management systems are even more effective than the traditional teaching methods.

Teaching with e-learning management systems make collaboration with students more interesting : By using e-learning management systems, learners can communicate and collaborate with their instructors and classmates through online discussion forums. 85% of the teachers (figure 2.1) who attended the survey strongly agreed that e-learning management systems foster a student-friendly atmosphere where teachers can interact with students in a productive way.

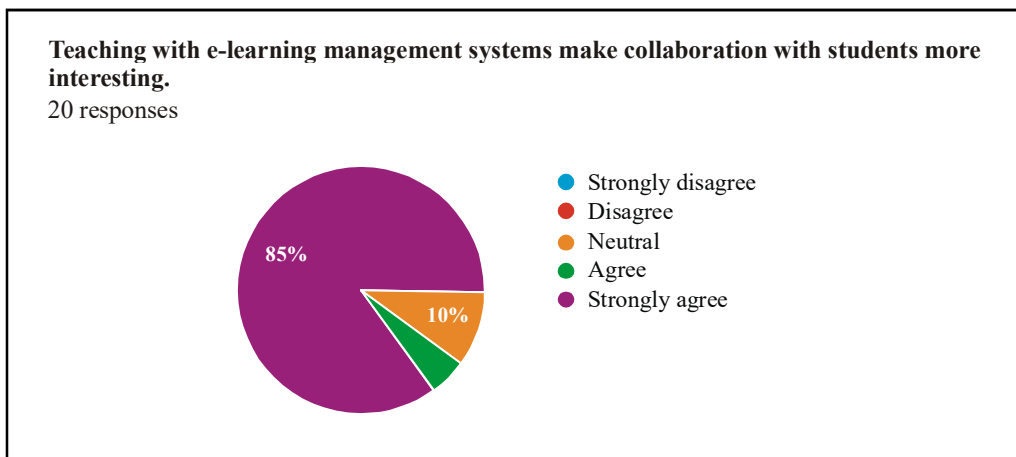


Figure - 2.1

Also, 61.1% of students opined that they felt more confident and comfortable interacting with their teachers and classmates through e-learning management systems. Unlike traditional classroom environments, the learners will feel more confident to interact through e-learning management systems as it evades the fear of judgement. Though the e-learning process is fostered by digital tools and content, it also involves some form of interactivity, which may include online interaction between the learner and the teacher. E-learning can also offer individualized attention which speeds up the process of learners' language acquisition easier and compared to the instructor-led courses e-learning methods will be less expensive as it saves a lot of money by reducing transportation costs. Thus, e-learning management systems make the learning process interactive and personalized.

E-learning management systems also make customized content delivery possible :

In a traditional classroom with numerous students, it is a challenging task for the teacher to cater to the needs of all the students. Also, the teachers have the provision to update existing content and to add new content which makes the course fresher and more relevant. In addition to this by using open-source learning platforms such as MOODLE, the teacher can create their courses by implementing their theory and creativity. According to the survey conducted, 63% of the students opined that they have felt e-learning management systems flexible to use.

E-learning management systems erase time and space barriers : Courses offered through learning management systems break the time and space barriers and provide flexible access for learners. Learners can access classes through e-learning management systems from anywhere and at any time as per their convenience. As per the survey conducted (figure 2.2), 61.1% of the students strongly agreed with the fact that e-learning management systems erase time and space barriers.

Attending classes through e-learning management systems eliminates time and space barriers.
54 responses

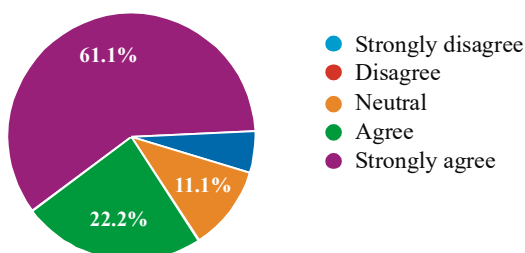
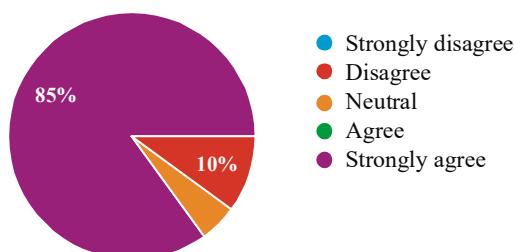


Figure - 2.2

It is easy to analyze student's progress through e-learning management systems :
Along with assessing needs, e-learning can target specific needs and evaluate and assess learner performance. By using learning style tests, e-learning can locate and target individual learning preferences. According to the survey (figure 2.3), 85% of the teachers strongly agreed with the view that e-learning management systems are highly efficient in accessing students' progress.

It is easy to analyze student's progress through e-learning management systems.
20 responses



The possibility of E-learning Management Systems—Expectation Vs Reality.

Even though e-learning management systems have numerous features, their possibilities are not fully utilized. During the pandemic period, both teachers and students had a hard time adapting to the new changes in the education sector. Unplanned and untrained content delivery through e-learning management systems posed numerous challenges. Most educators considered e-learning management systems as a channel for content delivery and started following the traditional teaching methods in the online learning platforms. Thus, hardly anything has changed apart from the classroom environment. Most of the educators who use e-learning management systems just as a channel for content delivery failed to make use of

the umpteen possibilities of e-learning management systems.

One of the major reasons behind the lack of proper use of e-learning management systems is the lack of technical knowledge on the part of educators. According to the survey conducted, even though 90% of the teachers opined that they are comfortable using e-learning management systems, they hardly ever use e-learning management systems other than ZOOM or Google classroom. The possibilities and features of e-learning management systems such as MOODLE and Edmodo are never used considerably. The survey showed that 80% of the teachers are using Google classroom and 20% are using ZOOM for taking online classes.

Making teachers aware of the new trends in the field of e-learning management systems can change this scenario to a greater extent. However, as per the survey, even though the teachers are getting training programs in e-learning management systems, only a negligible number of teachers incorporate the skills acquired from the training programs in their classrooms. Though 70% of the teachers (Figure 3.1) are attending the training programs, only 30% make use of the knowledge they receive (Figure 3.2).

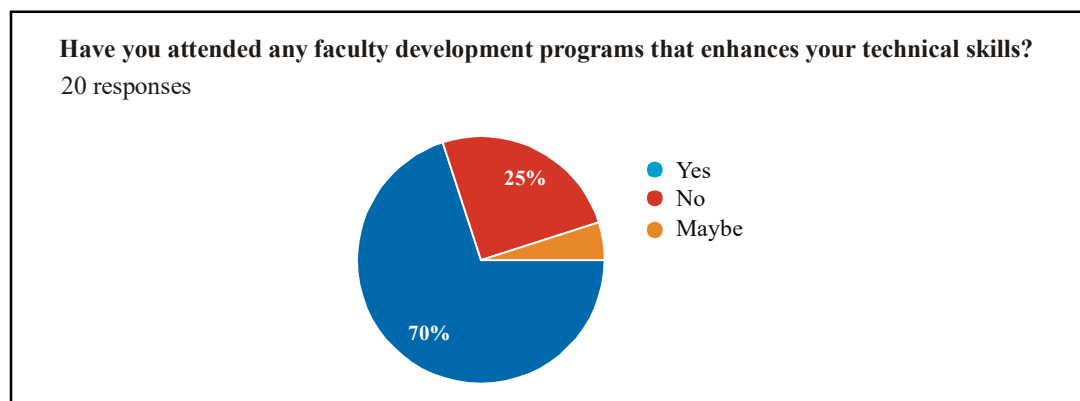


Figure - 3.1

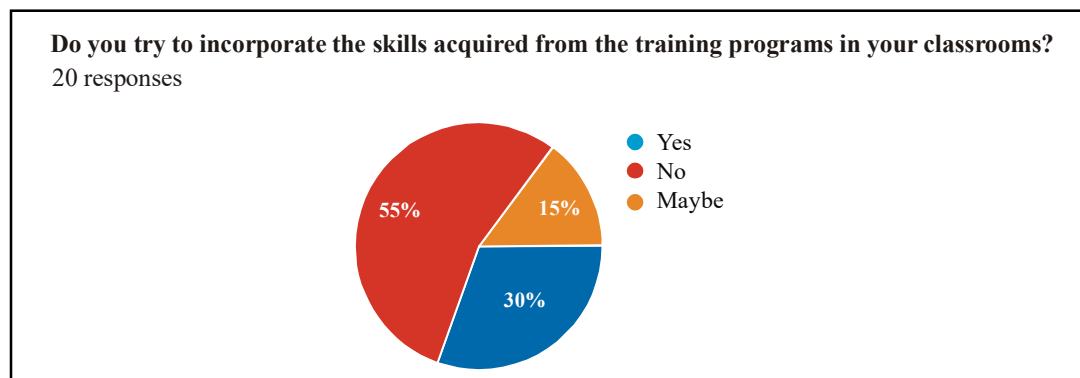


Figure - 3.2

This disparity disrupts the positive impact of e-learning management systems in higher education in Kerala.

Conclusion :

The e-learning management systems have numerous possibilities, the proper use of which can revolutionize the education system. In many foreign countries like the United States, online education has overtaken the academic scenario with numerous online colleges and providing thousands of online courses. A study conducted before the pandemic (in 2001) by the Sloan consortium revealed that 6 million students in the U.S. are taking at least one online course, almost one-third of the population enrolled in higher education. However, the situation in India, especially in Kerala is quite different. Even though the pandemic has created a shift from traditional classroom teaching methodology to online teaching, the teachers in Kerala are not utilizing all the possibilities of e-learning management systems. They are incorporating all the traditional classroom methodologies in the e-learning platform. Such activity is hardly student-centric and it never becomes interactive or collaborative learning. This will in turn create a lack of interest in students and the classes will become boring and monotonous. If teachers start utilizing all the available possibilities of e-learning management systems, online learning can create a great impact in the educational field. In addition to this, students should also be trained to use all the possibilities of online learning, rather than misusing them.

Works Cited:

- Bates, A.W. "Distance Education, Educational Technology." *The International Encyclopedia of Education*, 2nd ed., Elsevier Science, 1994.
- B, Kumaravadivelu. *Understanding Language Teaching: From Method to Postmethod*. Lawrence Erlbaum Associates, 2006.
- Buzzetto, More. "Students Perceptions of Various e-Learning Components." *Interdisciplinary Journal of e-Learning and Learning Objects*, vol. 4, 2008.
- Engelbrecht, E. "Adapting to Changing Expectations: Postgraduate Students' Experience of an e-Learning Tax Program." *Computers and Education*, Vol. 45, no. 2, 2005, pp. 217–229.
- Hildreth, Clifford. "Bayesian Statisticians and Remote Clients." *Econometrica: Journal of Econometric Society*, 1963, pp 422-438.
- Lee, Cheng-Yuan, and E. Lea Witta. "Online Students' Perceived Self-Efficiency: Does It Change." *Annual Proceedings National Convention of the Association for Educational Communications and Technology*, vol. 1-2, 2001.

Differentiating Design through Emotion

Hemang Madhusudan Anglay

*Assistant Professor, Communication Design,
Anant National University, Ahmedabad, India*

Abstract

Needs are multiplying as human race is constantly evolving. Design has been an integral part of human approaches since inception of the physical world. After industrialization due to the pressure of competition many brands and products have plunged into the market space. Therefore it becomes imperative to differentiate design according to the needs and purpose of the consumer rather than excelling in production capacity. This research traces the evolution of emotion as a differentiation factor in Design. It encompasses historical evidences till the present times. This study of different perspectives with respect to emotion at various levels in creating of visual communication design will be a guiding resource for artists, designers as well as design researchers.

Keywords : Differentiate, Visual Communication, Emotion, Industrialization, Design

In the report “World Population Prospects 2019, Highlights,” by the United Nations, states that in 2019 population of the world was 7.7 billion approximately (3). In the 19th century as the liberal economy is globalising and fast increase in population of the human due to technological advancements (according to the data the population which was 1 billion in 1800 reached 1.6 billion in 1900 (4) suggests that not only consumer population has increased but also the production capacity has been affected marginally. This increase has given rise to the focus on diversity of design and human tastes have become important in the world of design.

To discuss, John Heskett’s definition of the concept of “design” will be helpful before plunging to the matter of diversity in design. In his “DESIGN, A Very Short Introduction” Heskett defines “design” as follows: “[d]esign is to design a design to produce a design” and he explains:

“Yet every use of the word is grammatically correct. The first is a noun indicating a general concept of a field as a whole, as in: ‘Design is important to the national economy’. The second is a verb, indicating action or process: ‘She is commissioned to design a new kitchen blender’. The third is also a noun, meaning a concept or proposal: ‘The design was presented to the client for approval’. The final use is again a noun, indicating a finished product of some kind, the concept made actual: ‘The new VW Beetle revives a classic design.’ Further confusion is caused by the wide spectrum of design practice and terminology...[5]”

Differentiation :

Differentiation can be defined as “the action or process of differentiating or distinguishing between two or more things or people [7].” In today’s context and understanding of design, differentiation has an important role to play.

From the 19th century representation of sculptors and painters and the change in their quantitative and qualitative representative style the desire of a designer to differentiate in their designs is visible. When Joseph Nicéphore Niépce the French innovator took the first live photograph the disciplines more importantly which painting occupied until that day, changed for ever [8]. Till the camera was invented, the primary work of the sculptors and painters To record and documentation was the primary work of the sculptors and painters before the invention of camera. Earlier, painting was showcasing the position and power of the kings, emperors, ministers, queens, generals, princesses, aristocratic families, power holders and countries and now they were being photographed.

The position of painters was substituted with photographers and palaces and governments have started to hire photographers. The sculptors and painters with these changes were automatically compelled to find a different way to showcase, produce and sustain in the liberal economy of its time. This situation very soon created a scenario of art brokerage and art dealership.

Globalisation of capitalist outlook of the system which came in just after the Industrial revolution and the emerging of England as an empire and its becoming of the centre in most respects was clearly visible. This brought with it the roll out and mushrooming of Victorian eclectic style in the areas of art and design. From all the colonies of Great Britain different kinds of materials, lifestyle and art products, in general premium goods started coming in. Colonies which were spread around the world starting from British Honduras, Fiji, Burma, Bahamas, Kenya, New Zealand, South Africa, Canada and India started transporting textiles, paintings, animals, furniture, sculptures plants and many household items. For the respective architect, artist, This diversification and abundance gave its way to a wide opportunity for differentiation in fundamental ideas such as composition, color, form, texture or function for artist, architect and the designer(fashion, interior and industrial designers) of that period. When modern life practices started to unfold and evolve in this period, people started to trust themselves in the institutionalised system as well as decide themselves for their lives. We should acknowledge the constructing and laying out the railways, public road and sea transportation, and the overall comfort in transport for people to go to the far off lands and have enriching experiences. For all creative people who take these voyages, this has greatly transformed the possibilities to offer unique products to the targeted audience that stretch and differ at art galleries, architectural work places, and similar organisations.

The Differentiated One :

Paul Gauguin the post-impressionist, is amongst the many artist who is distinctly remarkable due to the stories he narrates. What distinguishes Gauguin’s art is not just his painting technique but also the geographical location to which he travelled, different people whom he met and their life which is being portrayed.

An artist in terms of travels, who experienced something similar is Paul Klee. Klee has

chosen North Africa for his travel, unlike Gauguin. Amongst Klee's travels, which includes two weeks in Tunisia with painter Louis Moilliet and August Macke in 1914 and one month visit to Egypt in 1928 had an intense effect upon his artwork.

The opinions of artists would be significantly impacted by differences in the living culture, art, architecture, geographic structure, light that allows us to see, Tunisia's geological structure, the speed at which the light falls here, the quality of the materials used for production, and so on [15]. As a result, it became clear that Klee's knowledge of abstraction (simplification), form language (regular quadrilaterals and triangles stand out), and his uses of colour as well as theoretical studies had significantly changed after his return [16].

William Morris, one of the major contributors to the Art and Craft movement and who is in focus with his discourse against the manufacturing and mass production of goods in his period. He is a designer who mixed the applications of Art and Craft as disciplines in the design approaches of his own. One of the important characteristics of William Morris's work which differentiates him from others is his technical approach towards design. An aspect other than his own exceptional grasp on design, which makes a mark of differentiation in the work of Morris is that the products he build by experimenting the various elements of the movements influenced by him like Art Nouveau, Eclecticism, Medievalism, Art Deco and the cultural romanticism. He selected historical elements from the geography which he comes from and this is the second distinction he made by reinterpreting them, besides the technical differentiation. [17].

Dynamics of Branding and Communication in the 21st Century :

In the modern economy(Costa, 2009), brands are increasingly the building blocks of companies . A business and a brand's image both frequently evolve naturally, which places additional emphasis on managing both in an integrated manner (Shaoqiang, 2018).

In order to define, distinguish, and position a certain organisation, business, product, or service (what they stand for) and to establish the desired brand image, a brand is a network of intangible and interdependent concepts (its qualities, purpose, basic concept, beliefs, and values). (ix)

Because the CEO alone is insufficient, the brand must be genuine, distinguishing, and relevant. It also needs to be presented explicitly and coherently, which involves teamwork and a shared culture among the organization's personnel (Benbunan et al., 2019). Branding is the process of brand formation, attribution, and maintenance. Brand image is an ever-evolving social phenomena that necessitates brand management.

Therefore, brand management involves prioritising and monitoring the brand across all touchpoints (physical, audio-visual, digital, or virtual), as well as the experience of stakeholders. This complex ecosystem is driven by both internal and external variables to the organisation (Benbunan et al., 2019).

The Brand Picture entails determining the key aspects of the brand at a particular time, assisting in the definition of the Brand Image, the desired and idealised brand in a specific future (Davis, 2000), i.e., how the brand is intended to be perceived by the various audiences or stakeholders, and leading to the strategic planning of the Brand Identity and Brand Personality (Raposo, 2018).

The definition of the company's larger purpose—the reason it exists and the source of its mission—is part of its brand identity. These ideas align with the brand's mission and core principles, which collectively define the brand's identity, personality, and positioning.

A planned brand therefore begins with the definition of purpose (the reason it exists in the world, the greater cause it represents for society, giving rise to the mission), brand personality (how we want the brand to be perceived and valued by the public), which gives rise to strategies, goals, and objectives, as well as the management and communication programme.

Despite the term's occasional use, a strategy only exists when objectives, goals, and tactical actions are specified with the appropriate monitoring tools and indicators (message comprehension, graphic components, contents, and most effective methods, or measurement of results) (brand awareness and perception generated, number of impulses and mentions and financial return on advertising investment). In this view, maintaining consistency with the purpose and coordinating all forms of decision, brand communication, and action so that they represent a specific brand personality and favourably produce the desired brand image are key components of the strategic efficacy of branding.

In order for a strategy to be effective, it must be developed taking into account the technical, economic, and operational capabilities, as well as the company's goals and objectives, as well as a thorough understanding of competition tactics and deals. On the other hand, the tactical alignment and optimization of all actions and operations is crucial to the strategy's success in ensuring that the brand satisfies stakeholders' expectations and stands out from rivals. To achieve the desired outcome in terms of information, communication, persuasion, sale, or change in behaviour by the addressees, the tactical alternatives are concerned with location and organisation in space and time (Calçada, 1997; Mozota, 2002).

Similar to how a brand only exists with the engagement of its viewers and in relation to its competitors, a firm cannot be understood outside of its context or market. In addition to tensions brought on by rivals and counterparts, consumer behaviours, social concerns, culture, technological, urban, and social developments, legislation and government policy, innovation factors, fashion phenomena or trends, among other things, both the company and the brand must be the result of planned or intentional actions combined with spontaneous behaviours of the players throughout the supply chain.

An agile brand and communication management in constant transformation :

A global, integrated view of management, production, promotion, sales, communication, and innovation activities is what is meant by branding for an organisation. It is a method of comprehending the whole through the interaction of the pieces and the contributions of the individual parts to the whole. In light of this, the management, design, engineering, marketing, communication, and production are all parts of the brand's supersystem. Branding is a supersystem of management, monitoring, and evaluation of the following subsystems, according to Oliveira (2018): management; strategy; visual; texture and environment design; financial and logistical; sensory and emotional; behaviour; and brand.

Costa (2004) suggests examining branding from the standpoint of intrapersonal and extrapersonal communication, defending a management style that articulates jointly rather

than compartmentalising the various divisions and teams of an organisation.

The system is a global vision that integrates languages, norms, actions, and results that adhere to defined principles and that are constantly changing. It focuses on the proposal, differentiation, coherence, communication, advertising, the product-service-experience, the specific and integral process, and the business-brand-communication-experience (Brea, 2020).

It is difficult to sustain a brand strategy that is purely dependent on style and visual identity. The brand must be viewed as part of an integrated system that is more than the sum of its parts, with the visual identity being associated with all other business elements as well as all points of contact. The promotion of a corporate culture and open design policy through branding is an opportunity to value creativity and critical thought, where ambiguity is possible, as well as to assist the creation of ideas and innovation. Additionally, the development of a design culture entails the availability of resources and competencies that are as complicated as the business difficulties themselves (Mootee, 2014).

But every organisation, company, good, or service that seeks to sell to or otherwise serve the requirements of others must have a visual identity system and brand communication tools (Lorenz, 2021).

A recognisable code and visual brand language are created by the correlation of a set of features that make up a consistent and coherent visual identity system, which cannot be reduced to the similarity between two media. By virtue of the characteristics that link them and aid in either their partial or systemic recognition, the visual identity components establish an identification system. The brand language system, on the other hand, is the result of applying design principles (graphic standards or selection criteria, adaptation, and use) that define proportions, rhythms, combinations, and contrasts that gain meaning in the complementary relationship between elements; a pattern of use that gives them unity and a certain meaning that is recognised as characteristic and differentiating of a brand.

The visual identity system is a collection of signals with rules of use that give them a meaningful relationship associated with the brand, whereas the brand mark is a graphic sign (a pre-established element that stands for something absent, made present by invocation). To put it another way, a brand's visual identity is a collection of signs whose usage guidelines (a code or set of design principles) form the visual language, ensuring both identification and differentiation as well as the development of justifications, accounts, and narratives related to a specific brand experience.

Communication of the organization's, company's, or brand's structure, as well as what it stands for or symbolises in comparison to rivals and in light of certain audiences, is just as important as identifying and differentiating the brand (Raposo, 2012, 2018).

The term "visual brand identity" specifically refers to the collection of articulable elements, including all outward manifestations of an organisation, business, brand, product, or service that are three-dimensional, graphic, audio-visual, or digital, and can serve as markers for identification and differentiation. As a result, the brand's visual identity consists of elements from various media, such as editorial design, advertising, digital correspondence, the website, and advertising spots, as well as elements from landscape architecture, architecture, interior design, stands and showrooms, wayfinding and wayshowing systems, the brand mark (logotype and/or symbol), the stationary, packaging, labels, uniforms, the vehicle fleet, and

merchandising. Without being confused with them, the visual identity includes architectural aspects as well as channels for information, communication, and persuasion.

The objectives of a skillful and agile brand perspective are determined by the desired brand image and the defined brand personality. The visual identity, the products, and the services are defined and designed in the strategic plan. The media selection takes place in the tactical dimension and is put into practise in the operational one.

The brand increasingly serves as a conduit connecting a company (or an idea with which goods and services are linked) with individuals whose goals and ways of living align with those of the brand. Since the visual identity is the most obvious component of this brand interface, it must be modified to meet usage, communication, and behavioural requirements.

The brand (including here communication and real activities) mediates sales and the market is becoming more and more global, which tells us a lot about its significance in developing a sense of brand value and positioning. However, the interlocutors of organisations, corporations, or brands are no longer just customers, but rather all individuals or stakeholders who may be affected directly or indirectly by the behaviour of the brand.

Changes in the level of information and communication technologies, the increase in internet-connected mobile devices, the internet of things, multinational corporations and their global brands, socio-cultural shifts, and territorial brands are some of the factors that have helped to put the brand at the centre of commerce and people's daily lives (Olins, 2008).

In order to maintain the brand's relevance, organisations must ensure that its purpose remains valuable as well as a positive brand image that is consistent and positioned in an advantageous way. To do this, organisations must constantly be aware of their stakeholders, the general public, what their competitors are doing, and how the brand is understood and perceived.

On the other hand, the problems of a more globalised and digital world are expanding and changing in the context of markets and enterprises, notably in terms of consumer behaviour, necessitating the capacity for swift adaptation and reaction. As a result, many businesses and brands frequently experience issues like:

- Difficulties in adapting to emerging markets, which requires new standards and specific language codes.
- Difficulties in internationalization and adaptation to new markets with different aesthetic standards and legal regulations.
- Difficulties in flexible brand portfolio management, adapting to diverse cultures, ideologies, and languages.
- Difficulties in customizing products without compromising the range of products and maintaining the quality of each one.
- Difficulty in gaining scale without distorting the brand and maintaining quality.
- Difficulty in creating mechanisms to collect data on each market.
- Difficulty in managing data and obtaining information from them.
- Difficulties in managing the media and producing appropriate communication content.
- Difficulty in ensuring that the brand remains genuine, current, and relevant for

diversified audiences, demanding personalized individual treatment.

- Difficulties in managing and adapting structurally and internally the company and the brand from external inputs, of which some weak signals.
- Difficulty in basing the tangible aspects of the business and the brand on its intangible components.
- Difficulty in embracing the possibility of making mistakes.
- Difficulty in making the business and the brand more flexible to keep up with the volatility of the contemporary world.

Organizations and brands are systems that integrate highly sophisticated supersystems and large amounts of data. Understanding change, a minor issue, or a wicked problem in this context entails navigating and comprehending the tensions and effects of physical, social (with emphasis on publics and stakeholders), psychological, cultural, technological, marketing, and economic systems. Wicked problems are complex issues that are difficult to solve, delimit, or describe and may result from other problems.

Social media demonstrates how consumers frequently imitate behaviours seen in corporate advertisements, music acts, and some of the behavioural patterns supported by the movie industry. In the end, people aspire to have followers by becoming brands or idols. In addition, companies take on a life of their own and encourage us to think, feel, and speak for them.

On the one hand, brand communication tools are moving more and more toward the digital realm (business cards and stationary have all but vanished with the advent of smartphones and email), but socioeconomic and cultural contexts that still call for printed materials or content and language adaptations (like the translation of a company's name and logo) persist.

Customization, segmentation, and hyper-segmentation have replaced serial manufacturing and communication (Lipovetsky, 2007). And social media, which gave users and customers more power to create messages and have authentic conversations with brands.

As a result, modern brands are more resilient when they have a strong, adaptable brand identity and visual language coupled with agile media, as this enables the rapid adaption of the discourse to various cultures, audiences, locations, platforms, and channels (Johnson, 2019).

Our lives are filled with emotions. Every day, people experience emotions in response to both insignificant events and important life events. One can experience extreme highs or lows depending on their emotions. Emotions that are experienced in response to events can aid in navigating them by educating individuals about them, which can then assist them deal with the circumstance. Emotions are regarded as important for successful adaption given this function (Smith and Lazarus, 1990).

Emotion differentiation, also known as emotional granularity, is a crucial mechanism that enables the adaptive use of emotions. The ability to distinguish between one's own emotions and to subtly identify one's feelings while being context-sensitive is known as emotion differentiation (Barrett et al., 2001; Quoidbach et al., 2014; Kashdan et al., 2015).

Therefore, a potential explanation for why emotion distinction is advantageous for

wellbeing is that a more detailed method of labelling emotions may suggest that people represent the particular components of emotional events in a very specific manner (Erbaş et al., 2018). Because of this, when people are able to differentiate between their emotions, they can access the information those emotions contain about the circumstance and/or environment (for example, the environment is dangerous; Kashdan et al., 2015; Kalokerinos et al., 2019), which is more detailed for those who have more nuanced feelings. (not disgust, not anger, but fear). When this information is taken in and understood, people can use it to control their emotions and support their endeavours (For example, taking action is required; there is no time for extreme anxiety and panic).

Emotion knowledge is the understanding of the properties of emotions; the more one has access to this knowledge, the greater their level of emotion knowledge. However, it appears that people's levels of or types of knowledge about emotions vary, indicating that there are individual variances in emotion knowledge (e.g., Bennett et al., 2005; Izard et al., 2008; Schlegel and Scherer, 2018). Significantly, Schlegel and Scherer's exhaustive investigation (2018)

It has been hypothesised in prior studies that this conceptual understanding of emotions and its component pieces is constitutive and would ultimately increase the distinctiveness of multimodal emotional experiences by adding complexity to their features (Barrett et al., 2001). It forms the basis for how people manage, process, and express their own emotions (Barrett et al., 2001; Izard et al., 2011; Kashdan et al., 2015). It has been proposed that emotion awareness is essential for emotion distinction in particular because conceptualising the various traits connected to the various emotions may help people better recognise these traits in themselves and will increase the salience of differences and similarities between emotions. This could lead to higher emotion distinction and a more context-sensitive approach of identifying emotions.

The ability to differentiate between negative and positive emotions may be improved by giving people more information about emotions, including their definitions, likely occurrences, and related images. Therefore, individuals who have difficulty differentiating between their negative emotions may benefit from an emotion knowledge intervention to help them do so. This will enable them to deduce more nuanced information about their environment and create finer distinctions among their emotions.

For the purpose of differentiating bad emotions, it seems advantageous to increase emotion awareness by educating people on the meanings of various emotions, the situations in which those emotions are likely to occur, and related images. People who have trouble distinguishing between their negative emotions may therefore benefit from an emotion knowledge intervention to help them do so, which will enable them to take in more specific information from their environment.

People's living conditions and aesthetic requirements are always changing with society's ongoing growth, which encourages the advancement of visual communication design. Designers should take the audience's feelings into account when creating works that are related to them in order for those feelings to be felt by the audience as well.

Only good emotive designs can advance the growth of the design business.

An essential component that designers should consider while designing is how the

emotional concept is incorporated into the design through a specific form [3]. The incorporation of emotional notions gives visual communication design new content and modifies the way that planar factors are emphasised in the conventional manner [4]. The use of visual communication design can help in promotion and communication. The works become more spiritual through the expression of emotion, which also reveals the creator's own distinctive viewpoints and heightens the emotional experience of the audience.

The scope is growing daily along with the market's ongoing transformation. We must comprehend the soul and emotional experience of the design process, account for the design process and the original goal, and further arouse the emotional resonance of the audience in order to win the audience's acceptance [6].

Visual communication design should integrate emotional design through a variety of channels in today's steady quest of spiritual demands in order to pique consumers' emotional resonance and increase their contentment with the products they purchase. [8]

The usage of various symbols, such as text colour and images, has significantly altered the style of works in visual design [9].

Emotive design concept and its role in visual communication design :

Applying emotional theories to actual works of visual communication design draws attention to the creator's own emotions and philosophical convictions, which can enhance the works' content and give the designs a more vivid, humanised, and spiritual quality that is very in line with what contemporary people are looking forward from visual communication design.

A variety of emotional sensations can be found in various materials and textures. The design process can be made more fluid and natural by making a thoughtful choice of materials. Visual communication pieces clearly convey emotions in contrast to other types of art, which is useful for boosting consumers' emotional experiences and kindling their emotional resonance. Emotional design needs to convey the experience of the creative process as well as have an impact on the entire creative process. We must provide the emotional level our complete focus during the specific design phase.

Rational emotion is also a part of emotion, which extends beyond perceptual emotion. Reasonable difference will help to enhance the work's emotional resonance. When creating works, designers must be mindful of hierarchy because it will enhance the works' connotation. Under the influence of external elements like time and location, people's emotions will likewise alter concurrently. Designers should focus on the information in this part and make an effort to fully engross their audience in their work. We can create more pieces of art that are relevant to people's life and emotionally connect with the audience by giving them emotional endowments.

Designers must consistently incorporate personal emotions into the creation of works in order to achieve the aforementioned goals. By filling designers with emotion, the emotive notion for visual communication design enables the production of even more incredible artwork.

A technique for visual communication based on emotional design :

Pay close attention to the needs of consumers' emotions.

In order to design more in accordance with consumers' emotional preferences, to make sure that the design concept can be embraced by a larger audience, and ultimately to help the product fulfil its intended purpose, a good designer should look at the problem from the perspective of the consumer. Emotion and design need to work together to create art, and the audience should constantly be exposed to the emotional value that each piece of art contains. Good design can evoke positive emotions in viewers and connect with them on an emotional level.

Since every consumer is an independent social being with unique preferences and needs, visual communication design must take their emotional needs and psychological makeup into account in its entirety. Additionally, designing products that meet production needs makes it simpler to gain market share and boost sales [11]. Because of the various language, colours, and other components used in visual communication design works, several styles can be seen. Figure 2 depicts the collaborative design operation method.

By using the advertising medium to display their own connected content and offer emotional meaning to diverse parts, designers can demonstrate the value of their work. This serves the purpose of capturing attention and efficiently helps the audience comprehend the emotional orientation of the work. Designers who wish to win over clients should have a strong feeling of service, strive to create works from a service perspective, and regularly use ideas that can meet client needs. Designers need to manage external environment changes promptly and enhance their own design work in order to stay current and win over clients for a long period.

Place more emphasis on emotional design based on emotional demands.

Since emotions in people are plainly complex, a person's emotional requirements may be consistent or ever-changing. Designers must therefore take these intricate emotional demands into account in greater detail. Designers must use the audience's actual emotions as their starting point when creating associated visual communication in order to fully convey the emotional concept. Therefore, choosing a piece of art that is congruent with one's actual feelings should be the primary need from the viewpoint of the majority of spectators. Through visual communication design, emotional concepts are further articulated, and designers devote greater attention to the modelling design process.

Designers should pay greater attention to presenting significant emotional meaning as well as the distinction between emotional rationality and sensibility. In order to better comprehend and feel the emotional needs of consumers, designers will take the initiative to shape their own feelings. Then, they will add more imagination and notions to their own design concepts. To produce a single experience, consumer experiences are compiled, analysed, and integrated. Designers can fully utilise multi-level expressions during the visual communication design process to foster the emotional fusion of their works and viewers and more fully appreciate the worth of their works.

Outstanding visual communication Emotional themes are frequently present in design works and are thought to be its soul. We can only more clearly appreciate the emotional connotation and comprehend design's genuine meaning by learning more about the designer's aims. Although conveying information is the primary goal of information graphic design, the society has higher expectations for the development of information graphics in light of social

progress. In the context of contemporary society, people's interest in things is mostly represented in its usefulness and appreciation.

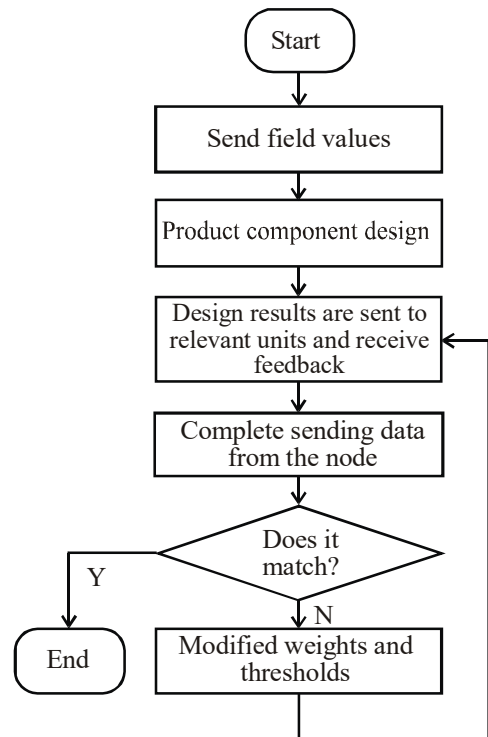
Therefore, to improve the vitality and allure of the results of visual communication design, emotional design should be successfully incorporated. Consumer demand factors and emotional aspects should also be continuously explored while building visual communication. Works of visual design should consider the underlying practical significance in addition to their aesthetic appeal. We can only achieve the design requirements and further improve the grade and level of the works in this way. Designers can fully utilise multi-level expressions during the visual communication design process to foster the emotional fusion of their works and viewers and more fully appreciate the worth of their works. In essence, emotional concepts play a significant role in visual communication design, and designers must incorporate these concepts into their work.

Storytelling is a key component of both product design and visual communication design, following the economics of aesthetics approach.

The story narration places emphasis on paradox and complexity, entertainment and amusement, and historic styles, which are the dominant ones in the art world, in addition to the obvious postmodern design traits. Other design disciplines such as architecture, product design, visual communication design, and others have also generated fervent debate and application. Readers, users, corporate organisations, and even advertising agencies have asked for story telling in design work, employing rich expression to catch viewers' attention. The modernist principle of "Form Follows Function" is supplanted through manipulations of style, accident, and meaning.

Since the 19th century, graphic design has been influenced by many different art movements, and since 1960, there has been a clear post-modern art influence. Narrative design is comparable to the postmodern trend, which first appears in architectural work before influencing visual communication design later. They are described as traditional, ironic and imitative, local, high-tech, ideological, overlapping text, digital, photography skills and overlay, context, and narrative styles by Yang[6] and other academics. At the moment, when academics discuss narrative design, they focus on "theme, subject, motif" tactics and place an emphasis on brainstorming and finishing the design.

For graphic design, our research tries to investigate how readers perceive stories and feel about them emotionally. The research will be used to reevaluate the narrative and story narration from the standpoint of the designer.



Definition of terms :

1. The “story” features moving parts and living beings. These episodes are connected using chronological logic and cause-and-effect relationships, allowing users to investigate their connections.

2. “Storytelling”: Discuss the phenomenon, problems, and solutions involved in converting written stories into oral ones. Also, look into the subtle interactions between storytellers and listeners.

3. “Storytelling via graphic design” is the instant presentation of a visual story’s expansion, using an image to depict cause and effect chains, character development, time and place, and other symbols.

4. “Storyness”: the impression a story makes on its audience.

Conclusions and Suggestions :

According to the research, memory is promoted and warmth, love, satisfaction, and other good feelings are easier to detect the greater the visual cognition. Readers will be able to better understand historical story characters with exaggerated facial expressions, detailed and abundant, strong drama, handwriting, scrawled text, and diary documentation features, while opposition (scene to be cut equally), picture comparison report middle storyness strength. If positive attachment is not encouraged, monotonic backgrounds will report poor storyness, a lesser sense of culture, and weaker storyness. Reports with printed text lose its storyness more than those with handwritten or scrawled material.

Additionally, visual compositions with cause-and-effect relationships, “narrative” visual compositions with directional features, and “conceptual” visual compositions with stability and overlap in between demonstrate the strength of a tale. By doing this, we will be able to apply the research on visual communication evaluation, teaching, and design practises and gain a deeper grasp of the “whole context for storyness narration” model.

References:

- Kýzyltepe, F., 2020. *A short essay on the meaning of differentiation in design*, XXIII Generative Art Conference – GA2020.
- [1] Margaret A., Boden, “The Creative Mind: Myths and Mechanisms”, Routledge, London, 2004
- [3] https://population.un.org/wpp/Publications/Files/WPP2019_Highlights.pdf, retrieved November 3, 2020.
- [4] https://en.wikipedia.org/wiki/World_population, retrieved November 3, 2020.
- [5] J. Heskett, “DESIGN A Very Short Introduction”, Oxford University Press, New York, 2002.
- [7] Oxford LEXICO, <https://www.lexico.com/definition/differentiation>, retrieved November 11, 2020.
- [8] G. Clarke, “The Photograph”, Oxford History of Art, Oxford University Press, New York, 1997. XXIII Generative Art Conference - GA2020 page 19
- [15] Aslan & F. Kýzyltepe, “Bauhaus Ekölünün Değişen Paradigmaları: Tasarım Eğitimini Yeniden Düşünmek (Changing Paradigms of Bauhaus Ecole: Rethinking Design Training)”, A. Derin Ynan, Ali Cengizkan, In *Bauhaus_100+TR* (pp.300-319), TED University, Faculty of Architecture Publication, Ankara, 2020.
- [16] P. Klee, “From on Modern Art”, *Art in Theory: 1900- 200*, Ed. C. Harrison & P. Wood,

Blackwell Publishing, Oxford, 2003.

- [17] A. Clutton-Brock, "William Morris", Parkstone Press, Ho Chi Minh City, 2007.
- [33] The rice University School of Architecture, "Louÿs I. Kahan; Conversation with Students", Princeton Architectural Press, Houston, 1969.
- Raposo, D., Design, 2022. Design, *Visual Communication and Branding*. Cambridge Scholars Publishing. ISBN (10): 1-5275-8054-7
 - Costa, J. (2009). Dir Com Hoy. Dirección y Gestión de la Comunicación en la nueva economía. Costa Punto Com.
 - Shaoqiang, W. (Ed.). (2018). Responsive Logos. Designing for the Digital World. Promopress.
 - Benbunan, J., Schreier, G., & Knapp, B. (2019). Disruptive Branding. How to win in times of change. Kogan Page.
 - Davis, Scott M. (2000). Brand Asset Management: Driving Profitable Growth Through Your Brands. Jossey-Bass Inc.
 - Raposo, D. (2018). Communicating Visually. The graphic design of the brand. Cambridge Scholars Publishing
 - Calçada, A. (Org.). (1997). Manual de gestão de design. Centro Português de Design.
 - Mozota, B. B. de (2002). Design Management. Éditions d'Organisation.
 - Oliveira, F. (2018). Brand's Identity and Visual Culture. In Raposo, D. (Ed). Communicating Visually. The graphic design of the brand. Cambridge Scholars Publishing. pp. 117-138.
 - Costa, J. (2004). La Imagen de Marca. Paidós Diseño.
 - Brea, G. (2020). Brand Book. Ideas sobre Marca y Diseño. Wolkowicz Editores.
 - Mootee, I. (2014). *Design Thinking para la Innovación Estratégica*. Empresa Activa.
 - Lorenz, M. (2021). Flexible Visual Systems. The Design Manual for Contemporary Visual Identities. Slated. Olins, W. (2008). Wally Olins. The Brand Handbook. Thames & Hudson.
 - Lipovetsky, G. A. (2007). A Felicidade Paradoxal: Ensaio sobre a Sociedade do Hiperconsumo. Companhia das letras.
 - Johnson, M. (2019). Branding in five and a half steps. Thames & Hudson. Introduction xxii.
 - Vedernikova, E., Kuppens, P., Erbas, Y., 2021. *From Knowledge to Differentiation: Increasing Emotion Knowledge Through an Intervention Increases Negative Emotion Differentiation*. doi: 10.3389/fpsyg.2021.703757.
 - Smith, C. A., and Lazarus, R. S. (1990). "Emotion and adaptation," in *Handbook of Personality: Theory and Research*. ed. L. A. Pervin (The Guilford Press), 609–637.
 - Barrett, L. F., Gross, J., Christensen, T. C., and Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: mapping the relation between emotion differentiation and emotion regulation. *Cognit. Emot.* 15, 713–724. doi: 10.1080/02699930143000239
 - Quoidbach, J., Gruber, J., Mikolajczak, M., Kogan, A., Kotsou, I., and Norton, M. I. (2014). Emodiversity and the emotional ecosystem. *J. Exp. Psychol. Gen.* 143, 2057–2066. doi: 10.1037/a0038025
 - Kashdan, T. B., Barrett, L. F., and McKnight, P. E. (2015). Unpacking emotion differentiation: transforming unpleasant experience by perceiving distinctions in negativity. *Curr. Dir. Psychol. Sci.* 24, 10–16. doi: 10.1177/0963721414550708
 - Erbas, Y., Ceulemans, E., Kalokerinos, E. K., Houben, M., Koval, P., Pe, M. L., et al. (2018). Why I don't always know what I'm feeling: the role of stress in within-person fluctuations in emotion differentiation. *J. Pers. Soc. Psychol.* 115, 179. doi: 10.1037/pspa0000126
 - Kashdan, T. B., Barrett, L. F., and McKnight, P. E. (2015). Unpacking emotion differentiation:

- transforming unpleasant experience by perceiving distinctions in negativity. *Curr. Dir. Psychol. Sci.* 24, 10–16. doi: 10.1177/0963721414550708
- Kalokerinos, E. K., Erbas, Y., Ceulemans, E., and Kuppens, P. (2019). Differentiate to regulate: low negative emotion differentiation is associated with ineffective use but not selection of emotion-regulation strategies. *Psychol. Sci.* 30, 863–879. doi: 10.1177/0956797619838763
 - Bennett, D. S., Bendersky, M., and Lewis, M. (2005). Antecedents of emotion knowledge: predictors of individual differences in young children. *Cognit. Emot.* 19, 375–396. doi: 10.1080/02699930441000201
 - Izard, C. E., King, K. A., Trentacosta, C. J., Morgan, J. K., Laurenceau, J. P., Krauthamer-Ewing, E. S., et al. (2008). Accelerating the development of emotion competence in head start children: effects on adaptive and maladaptive behavior. *Dev. Psychopathol.* 20, 369–397. doi: 10.1017/S0954579408000175
 - Schlegel, K., and Scherer, K. R. (2018). The nomological network of emotion knowledge and emotion understanding in adults: evidence from two new performance-based tests. *Cognit. Emot.* 32, 1514–1530. doi: 10.1080/02699931.2017.1414687
 - Barrett, L. F., Gross, J., Christensen, T. C., and Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: mapping the relation between emotion differentiation and emotion regulation. *Cognit. Emot.* 15, 713–724. doi: 10.1080/02699930143000239
 - Izard, C. E., Woodburn, E. M., Finlon, K. J., Krauthamer-Ewing, E. S., Grossman, S. R., and Seidenfeld, A. (2011). Emotion knowledge, emotion utilization, and emotion regulation. *Emot. Rev.* 3, 44–52. doi: 10.1177/1754073910380972
 - Kashdan, T. B., Barrett, L. F., and McKnight, P. E. (2015). Unpacking emotion differentiation: transforming unpleasant experience by perceiving distinctions in negativity. *Curr. Dir. Psychol. Sci.* 24, 10–16. doi: 10.1177/0963721414550708
 - Liang, Shao., 2021. *Research on Emotional Factors and Emotional Experience of Information Graphic Design in Visual Communication Design*. Francis Academic Press, UK. Academic Journal of Computing & Information Science. ISSN 2616-5775 Vol. 4, Issue 2: 7-10, DOI: 10.25236/AJCIS.2021.040202
- [3] Ding Yongsheng, Li Chaohong. Computer Graphics and Image Design and Visual Communication Design. Information and Computer (Theoretical Edition), vol. 414, no. 20, pp. 131-132, 2018.
- [4] Zhang Fang. The application strategy of graphic creativity in visual communication design. Packaging Engineering, vol. 416, no. 2, pp. 293-295+302, 2020.
- [6] Li Shuo. Research based on computer graphics and image design and visual communication design. Television Technology, vol. 42, no. 6, pp. 113-116, 2018.
- [8] Zhang Jia, Wang Xiaoyuan. Research on Graphical Chinese Characters in Visual Communication Design. Packaging World, vol. 1, no. 176, pp. 62-63, 2018.
- [9] Zhang Ruhe. Discussion on Information Visualization Design Based on Visual Communication. Cultural Industry, vol. 136, no. 15, pp. 11-12, 2019.
- [11] Zheng Xuan. Research on Visual Communication Design Based on Emotion Perspective. Information Recording Materials, vol. 19, no. 5, pp. 226-228, 2018.
- Huang, C., Chuang, M., 2009. *The Analysis of Storyness in Visual Composition and Emotion Experience*. Inproceedings. Corpus ID: 198944848.
- [6] Yang, Yu-Fu (1989) Foundation of Design Culture, Asia Pacific Books, Taipei

Effectiveness of Online Teaching-Learning on Higher Education: Learner's Perspective

Dr. Akash Ranjan¹, Dr. Sankar Thappa², Sukriti Das³

1. *Assistant Professor, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India*
2. *Associate Professor, Department of Management, Rajiv Gandhi University, Arunachal Pradesh, India*
3. *Assistant Professor, Department of Business Administration, Assam Down Town University Assam, India*

Abstract

This paper is aimed to highlight the effectiveness of online teaching learning on higher education: learner's perspective. The methodology for this study had been used "Exploratory & Descriptive Research methods. The data had been collected from both primary and secondary resources; primary data had been collected through well structured questionnaire while secondary data had been collected after rigorous search of documents, related literatures, journal, books, reports, news papers, internet etc. An online survey was used to measure the perception of learners regarding learning entirely through the online mode of education in comparison to learning through the regular mode of education. The researchers had conducted their own secondary research to analyze the contents before extracting the qualitative data; the data had been handled scientifically with a view to maintain the authenticity, credibility, representativeness and meaning derived from the documents. Judgmental sampling technique was used for selecting samples. A structured questionnaire was designed and supplied to collect the all responses from 134-students from different disciplines in higher education system. A survey had been conducted for college and university students to collect the actual learning experience through online classes during Covid-19 Pandemic. The collected data were analyzed with the help of Henry Garret Ranking Technique for this study. The findings of the study revealed that online teaching learning were very effective during that crisis situation even though many students had reported difficulty in internet connectivity issues; moreover, this Covid-19 enabled the opportunity for online education.

Keywords :

Online Teaching Learning, Learners, Perception.

Introduction :

In this Worldwide Era, the Internet is widely used as an educational instrument, giving global knowledge and quick communication to a huge number of people, including students and various groups of learners. One of the instructional education programs that might assist students in their studies is online learning. The purpose of this study was to assess the efficiency of online teaching and learning from the perspective of higher education students. The use of technology is rapidly increasing. It helped us survive the Covid-19 while also forcing us to adjust as a test. To avoid disruptions for undergraduate and postgraduate students, as well as education in general, Covid-19 had required all educational institutions to contemplate the future and devise means to integrate ICT into education. The impact of Covid-19 on the teaching-learning process would be determined in the future. Online learning can help students who are separated from instructors or tutors by distance. Online education necessitates the use of the internet, computers, networking, and multimedia technologies. Online learning can be defined in a variety of ways. Online learning, according to Muhammad Rais and Yusup Hashim (2004), is “a network or online learning that takes place in a formal environment and incorporates a variety of multimedia technologies.” E-learning, according to Chan et al. (2007), is “computer-assisted learning or training that is often delivered via a personal computer.” Other communication technologies, such as online lectures, tutorials, and learning support systems, are utilized to offer learning. When it comes to e-learning, it’s customary to employ a mix of approaches.

Review of Related Literatures :

According to one survey, online lectures will continue to grow significantly in educational and corporate organizations in the next years (Meyen et al., 2002). The majority of colleges intend to invest in internet-based classes, as well as faculty recruitment and training to teach online (Floyd, 2003; Koehler et al., 2004). The popularity of online classes has resulted in a growth in the number of online courses offered by institutions and universities in recent years (Ulasewicz, 2006; Li and Akins, 2005). Furthermore, in recent decades, online education has grown in importance all over the world, (Leinhardt, 2006). When professors and students interact meaningfully online, teaching and learning become more effective and successful. “Skillful use of ICT by teachers ties to cautious pedagogical automation, capacity, range, and interaction” are the key features of ICT that a language teacher has to be aware of, according to Cox and Marshall (2007). The Internet has made it possible to give instruction at a lesser cost than traditional face-to-face classroom teaching, giving students greater options to enroll in classes (Murday et al., 2008). In this context, Burns and Myhill (2004) acknowledge that learning can be beneficial when classroom discourse is built on teacher-student discussion. Interactive learning stresses a shift away from a high level of instructor control and toward more student-centered learning. It has been found by various researchers that through the help of faculty development programme, one can become an effective online instructor

(Kowalski, 2008). Conrad and Donaldson (2004) from the standpoint of teachers, the importance of generating a feeling of community in online education cannot be overstated. There is a lot of evidence that backs up the idea of “Training and Development” when it comes to running a good online class (DiPietro et al., 2008). Muijs and Reynolds (2010) argue that teacher-student interaction in the classroom allows teachers to ensure that students understand the principles presented and allows students to practice and perfect target language skills and knowledge about how they think. Using ICT in the classroom can result in more positive educational echoes, allowing for more engaged language teaching and learning (Armstrong, 2011). E-learning creates an effective learning environment where students acquire knowledge through practical activity (Palloff and Pratt, 2013). It was discovered that students’ primary motivations for taking an online class were “flexibility” and “self-control” in the learning environment, as well as the perception that an online class would be a more convenient mode of teaching than traditional classroom learning. When online classes play an essential role in the learning process, schools and institutions must consider their influence (Burns, 2013). Even while students are the most favorable aspect of an online class, other participants, such as teachers, have mixed feelings about it. Teachers should examine “Faculty perceptions,” “training,” “mentoring,” and “best practices” to determine what is now offered and what is a better manner to teach the subject to a thorough grasp of the course (Agustina and Cahyono, 2017; Dja’far et al., 2016). E-learning is not compulsory to implement but it is considered as one of the modern tools for handling challenges during the learning process (Agustina and Cahyono, 2017). Many institutions employ online teaching without sufficient planning in their courses, but it was first launched for faculty development (Abhinandan, 2018).

Pre-COVID-19 Education :

Learners were largely using digital material in the form of electronic textbooks, journal articles, online presentations, and lecture videos on a variety of websites or self-developed content before the COVID-19 outbreak. Online learning platforms have become increasingly popular in education, and it was recently discovered that online learning is the most commonly used educational support resource for both teachers and students. Videos have been found to be a useful instructional resource (Ahmet et al., 2018), and their use in flipped classrooms are becoming more common. This era of online education began before COVID-19 and will almost certainly continue to evolve in the future, depending on how we deliver education.

Post-COVID-19 Education :

This pandemic has made us more aware of the advantages of online learning. The world after COVID-19 is expected to be changed. COVID-19 is compelling us to rethink how existing educational institutions deliver education all across the world. During the period of Covid-19, E-learning became a challenge to accept by the learners as a substitute of the traditional mode of teaching. It’s proven difficult to be efficient in conveying knowledge and assessing learning. Many of the emerging platforms have interactive features like chat and texting,

which allow listeners to actively communicate with presenters, similar to the conventional question-and-answer session in traditional schooling. Webinars can provide additional opportunities for participants to communicate with the instructor or trainer. However, learners' engagements with various online resources at the same time, when they are just interested in online education, which tends to actual learning, which can lead to a lack of focus and interest (Pashler, 2000).

Objectives of the Study :

The following objectives had been identified for the study:

1. To develop a conceptual framework of E-Learning.
2. To investigate the Factors Influencing Online Teaching-Learning Process.
3. To measure the Effectiveness of On-Line Teaching Learning from Learners Perspective of Higher Education.
4. To identify the problems faced by the students during Online Classes.

Methodology of the Study :

The methodology for this study had been used "Exploratory & Descriptive Research methods. The data had been collected from both primary and secondary resources; primary data had been collected through well structured questionnaire while secondary data had been collected after rigorous search of documents, related literatures, journal, books, reports, news papers, internet etc. An online survey was used to measure the perception of learners regarding learning entirely through the online mode of education in comparison to learning through the regular mode of education. The researchers had conducted their own secondary research to analyze the contents before extracting the qualitative data; the data had been handled scientifically with a view to maintain the authenticity, credibility, representativeness and meaning derived from the documents. Judgmental sampling technique was used for selecting samples. A structured questionnaire was designed and supplied to collect the all responses from 134-students from different disciplines in higher education system. A survey had been conducted for college and university students to collect the actual learning experience through online classes during Covid-19 Pandemic. The collected data were analyzed with the help of Henry Garret Ranking Technique for this study.

Henry Garret Ranking Technique

This technique was used to evaluate the problems faced by the researchers. The orders of merit given by the respondents were converted in to rank by suing the formula. To find out the most significant factor which influences the respondent, Garrett's ranking technique was used. As per this method, respondents have been asked to assign the rank for all factors and the outcomes of such ranking have been converted into score value with the help of the following formula:

$$\text{Percent position} = 100 (R_{ij} - 0.5) N_j$$

Where, R_{ij} = Rank given for the i^{th} variable by j^{th} respondents, N_j = Number of variable ranked by j^{th} respondents

With the help of Garrett's Table, the percent position estimated is converted into scores. Then for each factor, the scores of each individual are added and then total value of scores and mean values of score is calculated. The factors having highest mean value is considered to be the most important factor.

Data Analysis and Interpretation :

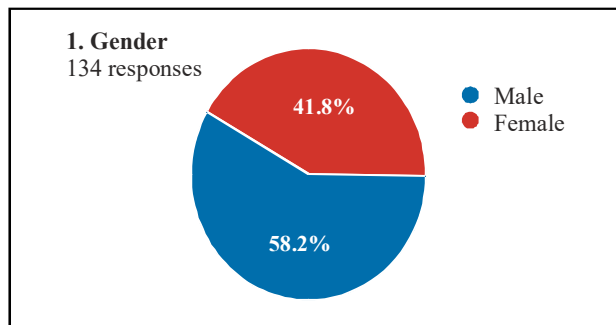


Figure-1 Gender

Interpretation :

A study was done among 134 students, 78 of whom were male and 56 of whom were female, to determine the efficiency of online teaching and learning. The majority of the respondents were Male.

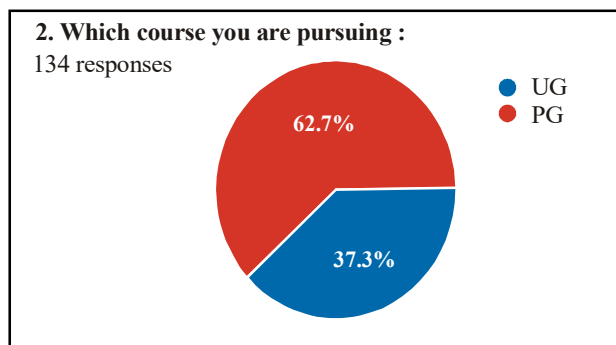


Figure-2 Courses

Interpretation :

Data were collected primarily from Post Graduate Level to better understand their perspectives on online teaching and learning. Learners of various levels were included in order to gain a better understanding of their perspectives. From the gathered data we can understand that 63% of the total population belongs to the Post Graduation Level.

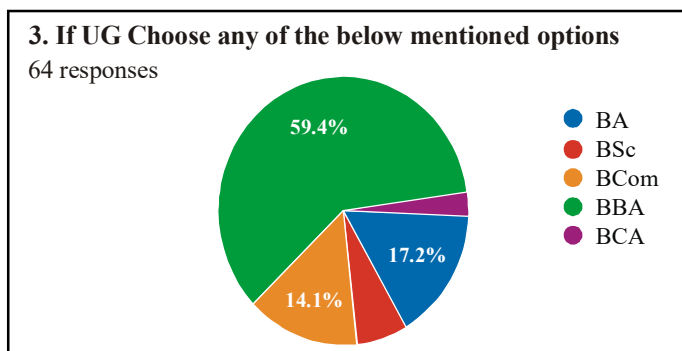


Figure-3 Diversity of Learners

Interpretation :

During the data collection phase, students from various streams are interviewed to know about their perspectives on the online learning process. Responses were gathered from a wide range of disciplines. Generally, BA, B.Sc, B.Com, BBA, and BCA students are covered at the time of collecting data represented.

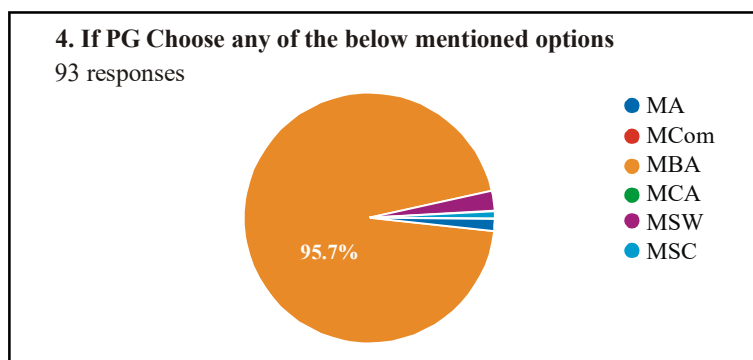


Figure-4 PG Category

Interpretation :

To assess the effectiveness of online learning the majority of the data was gathered from Master's degree students. Students from various streams are covered for the survey. The majority of the respondents were from the MBA stream.

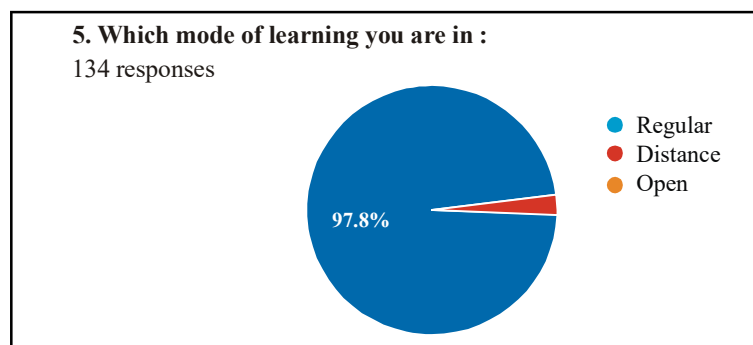


Figure-5 Learning Mode

Interpretation :

To understand the effectiveness of online teaching and the learning process the researchers have collected data from the regular students. We can see from the figure that feedback on online classes was gathered from those who are pursuing their degree in a traditional setting.

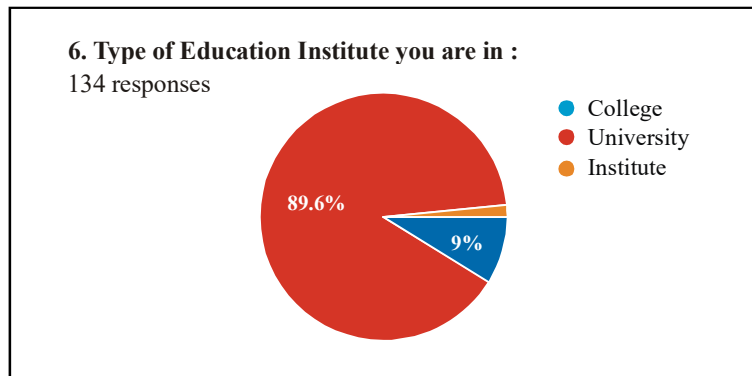


Figure-6 Education Institution

Interpretation :

To measure the effectiveness of online teaching and learning and to have a better understanding of the learner's perspective, data was gathered from mostly students who are at the university level.

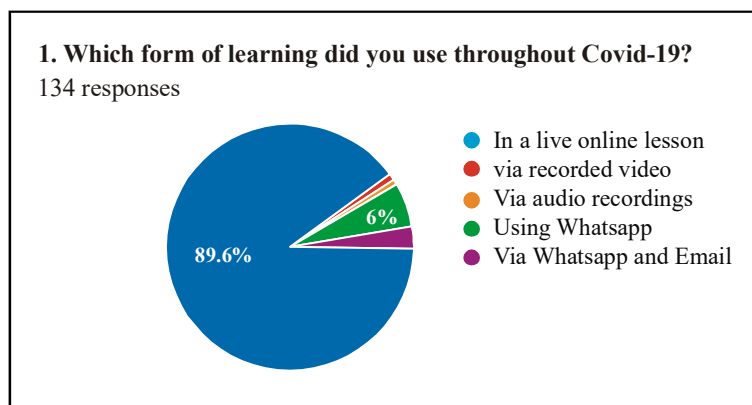


Figure-7 Forms of Learning

Interpretation :

According to the survey, the majority of students took their classes online throughout the Covid-19 era. Almost every university has taken the effort to move traditional classes to the online class. Live online classes were the most favored options preferred by the learners during covid-19. Live classes were more effective for the learners.

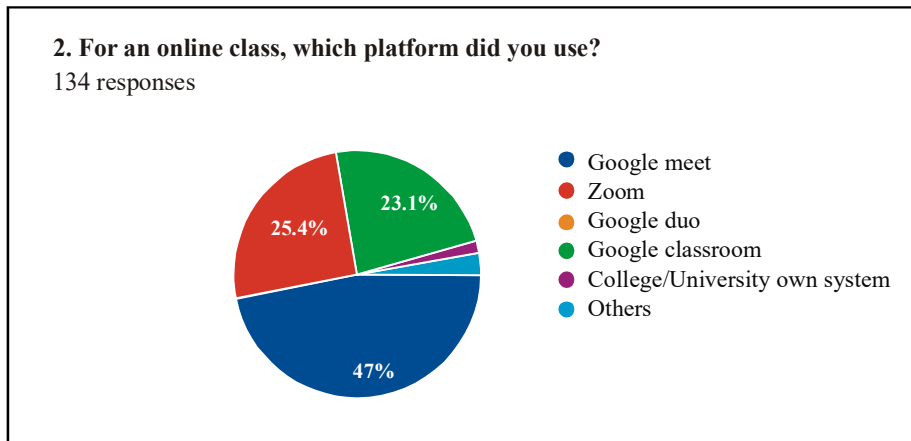


Figure-8 Online Platform

Interpretation :

The field of education had never seen anything like online learning before. Education institutions were forced to implement online teaching and learning as a result of the Covid-19 outbreak. According to the data collected through Primary Survey, the majority of students used Google Meet to attend online classes. The other two platforms were used by the learners were: Google Classroom and Zoom to gain Knowledge during the Covid-19.

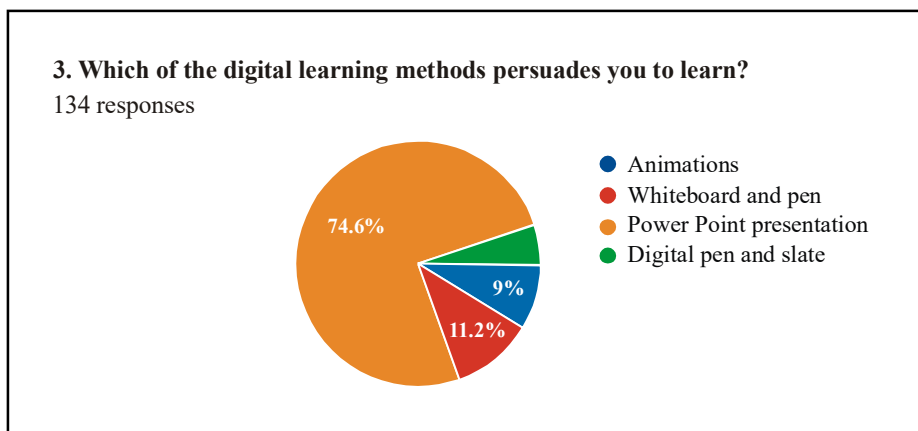


Figure-9 Digital Learning Platforms

Interpretation :

We can see from the figure that most students preferred PowerPoint presentations to study since they may provide students a clear picture of a topic and convince them to learn more. One of the most important factors that encourage online learning is the use of PowerPoint presentations found from the survey.

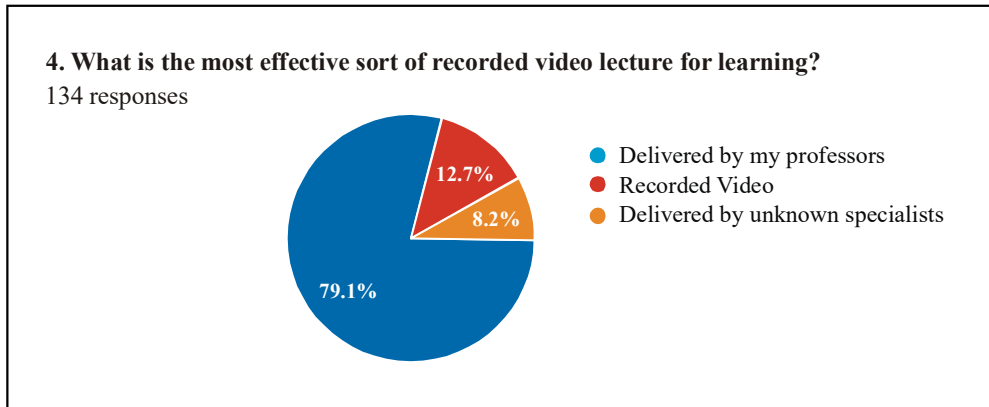


Figure-10 Effectiveness of Learning

Interpretation :

According to the survey, the most effective method of learning is to attend a lecture given by a professor. Another efficient method of learning is recorded video.

Table-1 Online teaching-learning is effective because

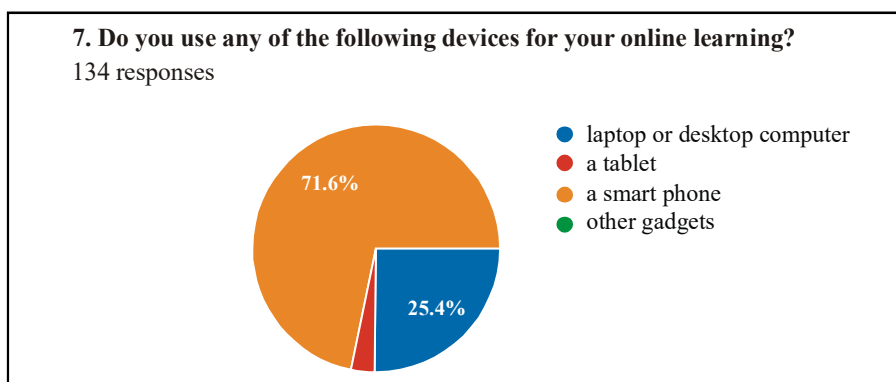
Rank	5	4	3	2	1	Total	Mean Score	Rank
Every student can clearly hear the lecture	325	480	1700	2700	2250	7455	55.63	5
PPTs are available right in front of every student	150	280	800	3480	3525	8235	61.46	3
Students can ask questions without fear of being judged and	150	440	1250	2640	3600	8080	60.30	4
Students do not have to go large distances to get to class.	0	400	600	3480	4050	8530	63.66	2
Learning is possible at Anywhere anytime	25	400	900	2460	4800	8585	64.07	1

The respondents indicated that online teaching and learning is a successful method since learning is feasible anywhere, at any time which have been ranked 1 depicted in the above table. This information was gathered from primary data, which the researcher used to analyze the effectiveness of online teaching and learning. Every student heard the presentation clearly holds a rank of 5. In conclusion, online education is advantageous since it provides the majority of students with a convenient learning environment.

Table-2 Approaches for resolving doubts

Approach for resolving doubts	Strongly Disagree	Dis Agree	Neutral	Agree	Strongly Agree	Total	Mean Score	Rank
	5	4	3	2	1			
Consult the professor during or after an online lecture	0	243	880	3528	2920	7571	56.50	1
posts your question in a class discussion forum and seek assistance from your classmates	0	324	1012	3304	2628	7268	54.24	3
Go over online content and provide an additional explanation	0	270	1188	3472	2336	7266	54.22	4
Go over online material and provide an additional explanation.	0	81	1232	3192	2920	7425	55.41	2

According to the analysis, the respondents ranked 1 to Consult the professor during or after an online lecture as an important element to clear up any doubts during or after an online lesson. According to the analysis, reviewing internet information and giving an additional justification came in at number four. Students in an online course faced a range of challenges. Students frequently question if they understand a topic or problem. During the online session, the lecturers consult with the students to clarify or address learning-related concerns. The best way to allay their fears is through this.

**Figure-11 Online Learning Devices**

Interpretation :

Learners will need adequate equipment such as a laptop, tablet, smartphone, and other gadgets to conduct and attend online classes. The majority of students have used their smartphones to attend online classes. From the survey it was found that a few students have utilized their laptops to attend online classes during the pandemic situation.

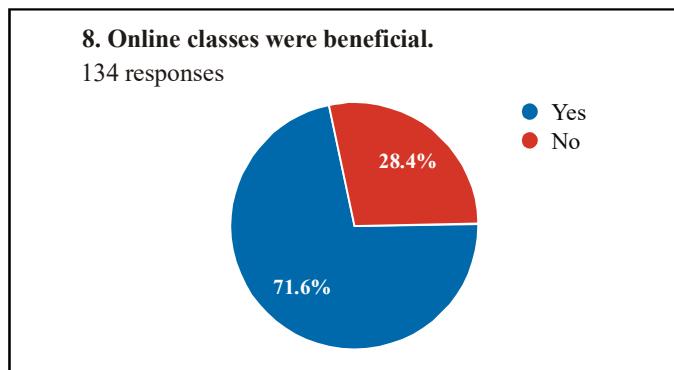


Figure-12 Benefits of Online Class

Interpretation :

For all types of pupils, online learning is a difficult task. A survey conducted to determine whether or not online classes are truly effective to pupils. It was found that 71.6 percent of students said it was useful during the Covid-19 pandemic, while 28.4 percent said it was difficult for them to cope with online classes.

Table-3 Problems faced by the students during online classes

Problems faced by the students during online classes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean Score	Rank
Network issue	330	660	2015	2880	3818	9703	72.41	1
Poor attendance in class	660	1560	2340	3168	1328	9056	67.58	4
Can't pay attention in an online class	605	1680	2210	2520	2158	9173	68.46	2
Less motivation to participate in class	935	1500	2340	2520	1743	9038	67.45	5
Did not understand properly in online class	715	1440	2340	2592	2075	9162	68.37	3
						0	0.00	
The infrastructure of the house was not supportive	715	2220	2340	2808	747	8830	65.90	7

Appearing online exam was difficult	1760	1560	2405	2376	498	8599	64.17	10
Online Submission of the assignment was difficult	1430	2160	1820	2088	1245	8743	65.25	9
Students did not have a Smartphone	1925	2340	1950	1656	581	8452	63.07	11
Online class increases Stress level among the students	1430	1740	1690	2664	1328	8852	66.06	8
Due to online class Eye problems/Medical issues was increased	1265	1680	1430	2808	1826	9009	67.23	6
						0	0.00	

The analysis revealed that there are a variety of issues that students encounter while taking an online course. Network Issues, which received the majority of comments, was the issue that was mentioned most frequently and is at the top rank. This indicates that a significant portion of the population considered the Network Issue to be a key challenge for online teaching and learning. According to the study, students without smart phones placed in 11th rank, indicating that this was not a significant issue for students.

Table-4 Factors Influencing Online Teaching-Learning Process

	Most Influencing	Influencing	Less Influencing	Not Influencing	Not at all Influencing	Total	Mean Score	Rank
Quality of Videos	3735	4680	1170	240	110	9935	74.14	5
Quality of the Study Materials e.g.-PPT, Video Lecture, Write Up etc.	3652	5472	455	240	165	9984	74.51	2
Quality of Network Connection	3735	3528	1560	660	275	9758	72.82	9
Availability of Smartphone	3071	4752	1170	300	440	9733	72.63	10
Teacher's Presentation Skill	4067	5328	585	120	0	10100	75.37	1

Technical Knowledge of the students	3486	5256	910	240	55	9947	74.23	3
Institutional Support	2822	5400	910	360	275	9767	72.89	
Time Table	3154	5328	1105	180	110	9877	73.71	7
Duration of the class	3652	5112	780	300	110	9954	74.28	4
Cost of the Internet	3735	4032	1170	540	330	9807	73.19	8
Class Atmosphere	3652	4752	910	420	165	9899	73.87	6

Numerous elements influence the online teaching and learning process. From the analysis, it was discovered that the teacher's presentation skill is in Rank 1, indicating that this is the most essential component of online teaching and learning accepted by most of the respondents. According to the data, having access to a Smartphone was the least influential element in online teaching and learning.

Table-5 Satisfaction Level of the Studen

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean Score	Rank
Quality Material was provided	300	504	1240	3519	3888	9451	70.53	1
Appearing in Exam was convenient	300	392	1426	2967	4050	9135	68.17	4
Course Completion was done on time	450	616	1302	3450	3483	9301	69.41	2
Online learning was effective	700	448	1984	3036	2916	9084	67.79	9
Remedial classes were taken to clear doubts	350	784	1364	3588	3159	9245	68.99	5
One to one communication was possible	200	784	1550	3726	2997	9257	69.08	3

Quality of class was maintained	300	560	1984	3381	2997	9222	68.82	6
Effective communication was possible	350	672	2046	3036	3078	9182	68.52	7
Interpersonal relation was developed	450	728	1922	3381	2592	9073	67.71	8

The data analysis revealed that students were happy with the online course since it offered them high-quality information. Many other factors contributed to the satisfaction of the learners. The fact that the course was finished on time earned a rank of 2, which indicates that the majority of students agreed that this was one of the other factors contributing to their happiness and satisfaction. According to the poll results, online learning was effective ranked ninth, which indicates that the majority of students thought it was ineffective during the pandemic era.

Conclusion :

Electronic learning, or ‘e-learning,’ has become a popular teaching tool in recent years. The data suggest that the students had a high level of exposure to e-learning. This study also discovered that e-learning can provide students with more freedom in instructor-led or self-study courses. The fundamental benefit of e-learning is that it allows students to learn at any time and from any location. Students, on the other hand, may be obliged to purchase computers or visit cyber cafes to use computers, diminishing prospects for peer interaction. In a nutshell, e-learning is the application of technology to improve teaching and learning. It allows students to learn more efficiently, but educators must still fulfil their roles and obligations in order for learning to take place. The poll found and proposed that online classes should be more fascinating, that video content should be good, that teachers should urge students to join online classes on a regular basis, that class duration should be considered, and that there should be a proper time table for E-classroom.

Implications of the study and Future Research :

The following are some of the most important findings of this study for educators to consider. The online style of education cannot be used in place of traditional education. The expansion of online education does not imply that traditional education will go away in the near future, at least not in the context under consideration. Higher education institutions may be at risk as a result of this. As a result of this risk, higher education institutions are supposed to employ technology as a supplement to traditional education to improve learners’ learning experiences, rather than as the sole tool. The current research, like any other study, has inherent limitations. The conclusions are based on learners’ self-reported perceptions. Only registered students from universities in the fields of management were surveyed. The study starts the conversation concerning learner preferences and needs in terms of the learning environment.

APPENDIX
GARRET'S RANKING TABLE

Percentage	Score	Percentage	Score
0.09	99	52.02	49
0.20	98	54.03	48
0.32	97	56.03	47
0.45	96	58.03	46
0.61	95	59.99	45
0.78	94	61.94	44
0.97	93	63.85	43
1.18	92	65.75	42
1.42	91	67.48	41
1.68	90	69.39	40
1.96	89	71.14	39
2.28	88	72.85	38
6.14	80	84.56	30
6.81	79	85.75	29
7.55	78	86.89	28
8.33	77	87.96	27
9.17	76	88.97	26
10.16	75	89.94	25
11.03	74	90.83	24
12.04	73	91.67	23
13.11	72	92.45	22
14.25	71	93.19	21
15.44	70	93.86	20
16.69	69	94.49	19
18.01	68	95.08	18
19.39	67	95.62	17

34.25	58	99.82	8
36.15	57	99.03	7
38.06	56	99.22	6
40.01	55	99.39	5
41.97	54	99.55	4
43.97	53	99.68	3
			0

Source- Henry, E. Garret's, Statistics in Psychology and Education, Feffer and Simans Private Limited, 1969, p.329.

References:

1. Alharbi, E. (2014). *A Study on the Use of ICT in Teaching in Secondary Schools in Kuwait* (Doctoral dissertation).
2. Fish, W. W., & Gill, P. B. (2009). Perceptions of Online Instruction. *Online Submission*, 8(1).
3. Fleming, J., Becker, K., & Newton, C. (2017). Factors for successful e-learning: does age matter?. *Education+ Training*.
4. Grgurovic, M. (2011). Blended learning in an ESL class: A case study. *Calico Journal*, 29(1), 100.
5. Guri-Rosenblit, S., & Gros, B. (2011). E-learning: Confusing terminology, research gaps and inherent challenges. *International Journal of E-Learning & Distance Education/Revue internationale du e-learning et la formation à distance*, 25(1).
6. John, P. D. (2006). Lesson planning and the student teacher: re thinking the dominant model. *Journal of Curriculum Studies*, 38(4), 483-498.
7. Kulal, A., & Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Association of Open Universities Journal*.
8. Kulal, A., & Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Association of Open Universities Journal*.
9. Meyen, E. L., Aust, R., Gauch, J. M., Hinton, H. S., Isaacson, R. E., Smith, S. J., & Tee, M. Y. (2002). e-Learning: A programmatic research construct for the future. *Journal of Special Education Technology*, 17(3), 37-46.
10. Poon, J. (2013). Blended learning: An institutional approach for enhancing students' learning experiences. *Journal of online learning and teaching*, 9(2), 271-288.
11. Rasouli, A., Rahbania, Z., & Attaran, M. (2016). Students' Readiness for E-Learning Application in Higher Education. *Malaysian Online Journal of Educational Technology*, 4(3), 51-64.

12. Restauri, S. L. (2006). *Faculty-student interaction components in online education: What are the effects on student satisfaction and academic outcomes?* (Doctoral dissertation, Capella University).
13. Suplee, P. D., & Gardner, M. (2009). Fostering a smooth transition to the faculty role. *The Journal of Continuing Education in Nursing*, 40(11), 514-520.
14. Tether, K. L. (2010). *An investigation into the perceived effectiveness of primary teachers: skilled performance, purposeful communication, culturally responsive, utilising reflection and democratic leadership* (Doctoral dissertation, University of East Anglia).
15. Vitale, A. T. (2010). Faculty development and mentorship using selected online asynchronous teaching strategies. *The Journal of Continuing Education in Nursing*, 41(12), 549-556.
16. West, R. E., Jay, J., Armstrong, M., & Borup, J. (2017). "Picturing them right in front of me": Guidelines for implementing video communication in online and blended learning. *TechTrends*, 61(5), 461-469.

Micro-teaching : An Effective Technique for Enhancing Effective Teaching among Trainee Teachers

Sunita Kumari

Research Scholar, Department Education, Radha Govind University, Ramgarh

Abstract

Micro teaching is a method that has been used since 1960s in teaching and learning environments to enhance prospective teacher's instructional experiences. Microteaching is a remarkable technique that is used in teacher education programs to offer valuable opportunities for trainee teachers to develop effective teaching strategies. The findings indicate that prospective teachers gained a variety of experiences and competencies from micro teaching and that majority of them have positive attitudes toward micro teaching as a training technique.

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education such as health sciences, life sciences, and other areas. The emerging changes in Teacher education curricula by the NCTE and the role of teachers envisage the need of this special training of teachers and monitoring of their skills for their continued efficient performance at any age. The alleged limitations of microteaching can be minimized by implementing this at the departmental level in several sequences. This paper presents an outline of the various phases of microteaching, core teaching skills, implementation aspects, and the impact of microteaching on medical education.

Keywords: Micro-teaching, trainee teacher, teaching skills, teach-re teach

Introduction:

The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of medical teachers in specific teaching skills is a major challenge in medical

education programs. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques. With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programmes has been overcome.

The aim of this article is to emphasize the need for using microteaching techniques more frequently and efficiently with minimum available facilities.

Micro-teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This Stanford technique involved the steps of “plan, teach, observe, re-plan, re-teach and re-observe” and has evolved as the core component in 91% of teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe, etc. Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching have been implemented.

Efficient technique and effective teaching

Micro-teaching can be practiced with a very small lesson or a single concept and a less number of students. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session. The modern-day multimedia equipment such as audio–video recording devices have a key role in the learning process.

Observing a fellow teacher and using a trial-and-error in own teaching sessions are very common way of self-training. But, both of them have their own demerits. On the other hand, microteaching helps in eliminating errors and builds stronger teaching skills for the beginners and senior teachers. Microteaching increases the self-confidence, improves the in-class teaching performances, and develops the classroom management skills.

Microteaching in teacher’s education

The traditional teacher’s teaching emphasizes on the transmission of factual knowledge and hence, the teachers are the main source of information. But, the conventional methods of teacher training are not adequate. So, the teaching objectives have now shifted to the student centered, measurable, achievable, relevant, and timely concept. Micro-teaching allows learning each skill to the maximum extent as there is a chance of listening, observing, and practicing.

Implementation of microteaching in teacher’s education

There was an increase in interests toward introducing microteaching techniques in the Indian schools. This training technique provides teachers an excellent opportunity to improve their teaching skills and follows the Skinners’ theory of operant conditioning and also has a scientific basis. NCTE has also recommended training for teachers for their continued, efficient performance in that capacity at any age. It is widely accepted that the quality and competency of teachers can be improved by effective teacher education training programs.

ORIGIN AND DEVELOPMENT

A.W.Dwight Allen of the Stanford University first introduced the term micro-teaching

in 1963. A number of experiments have been conducted in many institutes in U.S.A., U.K and Holland. But in India an attempt was made to spread micro-teaching in the year 1974. Experts were assigned for the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture Keith Acheson, a research worker was investigating the utility of video tape recorder in the development of technical teaching skills. This instrument could be used for recording the class interaction and the behaviours of the trainee vividly and accurately. This led to the development of a systematic and accurate method of giving feedback to the teacher trainee.

The steps of micro-teaching technique: Teach '! Feedback '! Re plan '! Re teach '! Re feedback were formulated. Thus the name of micro-teaching was coined for this method of developing teaching skills in 1963. In India, it is being used with great emphasis in all the teacher training programmes of developing teaching skills and competencies among teacher trainees. Micro-teaching is considered as a mechanism of feedback device for the modification of teacher trainers.

Definition: Various research workers and writers have defined micro teaching in a number of ways.

ACCORDING TO D.W.ALLAN(1966)

“Micro Teaching is a scaled down teaching encounter in class, size and time”

"Micro Teaching is a teacher training programme which reduces the teaching situations to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size”.

ACCORDING TO B.K.PASSI AND M.S.LALITA(1976)

“Micro Teaching is a training technique which requires student teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time”.

CONCEPT:

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee to teach a single concept of content using a specified teaching skill for a short time to a very small member of pupils. In this way the teacher trainee practises the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

PROCEDURE: N.K.Jangira and Ajith Singh presented the three phases as follows:

- 1) Knowledge Acquisition Phase
- 2) Skill Acquisition Phase
- 3) Transfer Phase

KNOWLEDGE ACQUISITION PHASE(PRE-ACTIVE PHASE) It consists of two major activities

1. Observing demonstration skill
2. Analyzing and discussing demonstration

In this phase, the student teacher attempts to acquire knowledge about the skill, its role in classroom and its component behaviour. The student teacher observes the demonstration lesson and the mode of presentation of the skill.

SKILL ACQUISITION PHASE(INTERACTIVE PHASE)

In this phase the student teacher

- 1) prepares a micro –lesson
- 2) practices the skill and
- 3) Carries out the micro teaching cycle ie evaluating the performance.

COMPONENTS:

1. **FEEDBACK** Activities: Teaching, re-teaching
2. **MICRO TEACHING SETTING** Activities: It includes size and duration of the micro class, supervisor, types of students etc., in teaching, re-teaching.

TRANSFER PHASE (POST-ACTIVE PHASE) :

In this phase the student teacher integrates the different skills. The student teachers are provided an opportunity to use the skill in normal classroom teaching.

CHARACTERISTICS

1. Micro Teaching is an analytical approach to training
2. Micro Teaching provides adequate feedback
3. It is relatively a new innovation in the field of teacher education
4. It is a training device to prepare effective teachers
5. Micro Teaching is a highly individualized training technique
6. Micro Teaching is a scaled down teaching
7. It reduces the class size upto 5 to 10 pupils
8. It reduces the duration of period 5 to 10 minutes
9. It reduces the size of the topic
10. It reduces the teaching skills
11. Use of video tape and closed circuit television make observation very objective

MICROTEACHING CYCLE:

The exact teach – reteach cycle of microteaching can be diagrammatically represented as:

Plan: This involves the selection of the topic. The topic is analysed into different activities of the teachers

Teach : This involves the attempts of the teacher trainee to use the components of the skill in suitable situations.

Feedback : This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance.

Re-plan : The teacher trainee re plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teach : This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback : This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

PRINCIPLES OF MICRO-TEACHING: Teaching skills can be practiced, controlled and evaluated. It is based on Skinnerian operant conditioning that means responses occur is

followed by reinforcement. Skinnerian theory of shaping is done in micro teaching.

STEPS: The Micro-teaching programme involves the following steps :

Step I Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

Step II The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.

Step III The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step IV The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step V On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI In the light of the feed-back given by the supervisor, the teacher trainee re plans the lesson plan in order to use the skill in more effective manner in the second trial.

Step VII The revised lesson is taught to another comparable group of pupils.

Step VIII The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Teaching Skills and their Specifications

<i>S.No.</i>	<i>Skills</i>	<i>Components</i>
1.	Probing Questions	Prompting, seeking further information, redirection, focusing, increasing critical awareness
2.	Explaining	Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points.
3.	Illustrating with examples	Simple, relevant and interesting examples appropriate media, use of inducts, deductive approaches
4.	Stimulus variation	Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching.
5.	Reinforcement	Use of praise words and statements, accepting and using pupils' idea, repeating and rephrasing, extra vertical cues, use of pleasant and approving gestures and expressions, writing pupils' answer on the black board.

6.	Classroom Management	Call pupils bynames, Make norms of classroom behaviour, attending behaviour reinforced, clarity of direction, check non-attending behaviour, keep pupils in Eye Span, check inappropriate behaviour immediately.
7.	Use of blackboard	Legible, neat and adequate with reference to content covered.

ASSUMPTIONS:

Teaching is a complex skill, which can be analyzed into simple skill.

1. Component teaching skills can be practiced for mastery under simplified teaching situation.
2. Training with systematic feedback is helpful in skill mastery.
3. Once component-teaching skills are mastered one by one they can be integrated in original teaching.
4. Training can be transferred to actual teaching.

NEED

1. It reduces the fear and tension to face children in a large class.
2. It provides effective feedback for the modification of teacher behaviour.
3. It gives knowledge and practice of teaching skills.
4. It develops teaching efficiency in pre-service and in service teacher education programmes.
5. It is a training device for improving teaching practice and prepares effective teachers.
6. It provides continuous reinforcement to the trainee performances.
7. It provides highly individualized training to student trainees. Each trainee is able to develop teaching skills at his own state depending on his ability.
8. It gives training in simulated classroom condition.
9. It controls and regulates teaching practice.
10. It is an economical device and use of videotape enables the trainee to analyse the teaching programme.
11. It lessens the complexities of the normal classroom teaching by scaled down technique.

TEACHING SKILLS

A teaching skill is defined as the set of teachers' behaviours, which are effective in bringing about desired changes in pupil. Allen and Ryan (1969) suggested that following skills are representatives for teaching different subjects.

1. Stimulation Variation
2. Set induction
3. Closure
4. Silence and non-verbal cues
5. Reinforcement of student participation

6. Fluency in asking questions
7. Probing questions
8. Higher order questions
9. Divergent questions
10. Recognising attending behaviours
11. Illustrating and use of examples
12. Lecturing
13. Planned repetition
14. Completeness of communications

ATTITUDE TOWARDS MICRO-TEACHING Students' reaction to micro teaching is favourable. Passi (1977) found micro teaching helpful in changing the attitude of student teachers towards teaching. Trainees indicated sustained interest throughout the programme and found the one skill at a time approach helpful.

SIMULATION IN MICRO TEACHING

Simulated technique of teacher training is effective. Simulation is the controlled representation of reality. Simulation has the potential for immediate feedback. In order to apply micro teaching technique the following essential steps are followed.

DEFINING SPECIFIC SKILL

The first step of micro teaching is defining the specific skills. Some specific skill is defined in the form of teaching behaviour and the knowledge of this defined skill is provided to the pupil teachers.

DEMONSTRATION OF THE SKILL The skills are demonstrated through the micro teaching lessons. This demonstration is either done by the teacher or video-film of that skill is screened.

MICRO LESSON PLANS In this step the pupil teacher prepares micro lesson plans concerning some specific skills training or by using that skills.

TEACHING A SMALL GROUP Here the pupil teacher teaches small group of students. This group consists of 5 –10 pupils. The teaching task of the pupil teacher can be video taped. If there is no provision of video any teacher can supervise the teaching task of the pupil teacher. When teaching is completed, lesson is criticized by the supervisor and peers.

FEEDBACK

The information and suggestions provided to the pupil teachers are known as feedback. In the absence of feedback, evaluation of micro teaching has no meaning.

RE - PLANNING, RE TEACHING AND RE EVALUATION On the basis of feedback given, the pupil teacher replans the lesson, then they re-reteaches the re planned lesson.

PLAN FOR ACTION

M.T – Teacher in Micro Teaching Class

P - Peer's acting as students

P.S – Peer Supervisor

T.K – Time Keeper

C.S – College Lecturers acting as supervisors.

DURATION OF THE MICRO TEACHING CYCLE

Teach - 6 minutes

Feedback - 6 minutes
Re-plan - 12 minutes
Re-teach - 6 minutes
Re -feedback - 6 minutes
Total - 36minute

SKILL OF STIMULUS VARIATION

It is necessary for the teacher to explain, ask questions, give examples, provide encouraging remarks to draw and sustain the attention of the pupils. For this purpose the teacher uses hand gestures, head and body movements, makes certain verbal statements like 'look carefully', 'watch what I do', 'watch carefully what is happening', 'listen carefully' etc., many a times the teacher supplements verbal statements with gesture and body movements in order to make it more effective. All these behaviours are related to the skill of stimulus variation.

The Skill of Stimulus Variation includes the behaviours namely

1. Movements
2. Gestures
3. Change in Speech Pattern
4. Focusing
5. Change in Interaction Styles
6. Pausing
7. Oral-Visual Switching

1. MOVEMENTS

In order to secure and sustain attention in pupils the teacher has to move about the class. This movement should be within the limits so that pupils' attention level is maintained high. The teacher should avoid aimless and habitual wandering in the class.

2. GESTURES Gestures are movements of the parts of the body to direct attention, to express emotion, to emphasise importance of to indicate shape, sizes and movements etc., Proper gestures reinforce the verbal exposition and also catch the attention of the pupils. The oral message is to be combined with gesture. The various gestures that can be used in the class are hand, head and body movements. Using such gestures we will be more expressive and dynamic in our presentation in the class. Gestures can be made by body movements of the parts of the body to direct attention, to emphasise importance, to explain emotions, or to indicate shapes, size, movements etc.,

3. CHANGE IN SPEECH PATTERN: Teachers use such behaviours that direct or focus pupil's attention to a particular point, which the pupils have to notice or observe. Such behaviours can include certain verbal statements (verbal focusing) or gestures or movements (gestural focusing) and both verbal statements and gestures (verbal and gestural focusing).

Verbal focusing: When the teacher says "Look at this diagram", "Listen Carefully to this".

Gestural Focusing: This involves focusing or directing pupils' attention to particular points in the lesson by using only gestures – head, hand and body movements. The teacher can point with her finger to the boundaries of a country on a map or important words on the

blackboard.

Verbal and Gestural Focusing: This involves both verbal and gestural focusing. The teacher can focus pupils attention both by pointing to a figure and saying verbally “Look at this figure”.

5. CHANGE IN INTERACTION STYLE In a classroom there can be three styles of interaction among pupils and teacher –

- i) Teacher – group interaction
- ii) Teacher – pupil interaction
- iii) Pupil-pupil interaction

6. PAUSING Pausing means introducing silence during talk. In order to sustain pupils’ attention in the classroom, introduce certain pauses during the teaching and before and after asking a question. Silence is sometimes used to secure pupils’ attention. If the teacher becomes silent during teaching it immediately draws pupils’ attention towards the teacher and hence towards the lesson.

7. Oral-Visual Switching A teacher will be either telling something to the pupils through oral medium or showing something to them through visual medium. Sometimes we will be doing both simultaneously through both oral and visual media. Frequent changes help the teacher to sustain pupils’ attention to what they want to convey.

Oral—>Visual Oral —>Oral –Visual Visual —>Oral –Visual

SKILL OF STIMULUS VARIATION CODING SHEET

Variation	1	2	3	4	5	6	7	8	9	10	Total
Teacher Movement	✓			✓		✓		✓			4
Pupil Movement		✓			✓			✓			3
Teacher Gesture	✓		✓			✓			✓		4
Change in Speech Pattern		✓		✓	✓			✓		✓	5
Change in Sensory Focus	✓			✓			✓				3
Pupil Talk			✓			✓				✓	3
Pausing	✓			✓			✓		✓		4
Change in interaction style		✓			✓	✓		✓		✓	5

ADVANTAGES

1. Micro Teaching is training for real teaching.
2. It paves way for macro lesson.
3. It is an increased control of practices.
4. Feedback is immediately given.
5. Specific skills can be developed by Micro Teaching.
6. Teaching under simulation condition is also possible.
7. This technique is more useful for the training of one or more skills.
8. It simplifies the study of interaction between the teacher and the pupils
9. It develops integration of theory and practice.
10. It helps in the research work related to classroom teaching.

11. It provides self-evaluation through the tape recorder and videotape.

CONCLUSION

Micro teaching is a method that provides the opportunity to impart knowledge, thoughts, ideas and experiences with the fellow teachers. It is a valuable technique because teaching a bunch of students is different than teaching and learning with peer teachers. It is a way in which they can learn and practice different ways and skills to teach efficiently. There are many and different benefits from taking this course. It contributes to improve self-confidence, to implement new techniques, to practice the teaching process.

Reference:

- Koross, R. (2016). Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Preservice Teachers' Perspective. *IRA International Journal of Education and Multidisciplinary studies*, 4(2), 289-299.
- Kumar, S. S. (2016). Microteaching—"An efficient technique for Learning effective teaching". *Management*, 2395, 7492.
- Brown G. Microteaching - a programme of teaching skills. Philadelphia: Harper & Row Publishers Inc; 1975. Brusling C. Microteaching: a concept in development. Stockholm: Almqvist & Wiksell; 1974. Döring, KW. *Lehren in der Weiterbildung*. Weinheim; 1988. Gregory TB. *Encounters with teaching: a microteaching manual*. Englewood Cliffs, New Jersey: Prentice Hall; 1972.



Economic Empowerment Of Women through Entitlement of Property in India

Shingla Prabha

Assistant Professor, Vaishali Mahila College, B.R.A.B.U., Muzaffarpur

Abstract:

The issue of economic empowerment of women has been a long-standing challenge in India. Despite various efforts by the government and civil society, women continue to face systemic barriers to accessing economic resources and opportunities. One of the critical factors that contribute to this is the limited entitlement of property rights for women. Though the Indian Constitution guarantees equal rights to both men and women, the issue of women's entitlement to property has remained a contentious one. This paper examines the significance of property rights in promoting women's economic empowerment in India. It analyses the existing legal framework and policy initiatives aimed at addressing the issue of women's property rights in India. The paper also explores the socio-cultural factors that underpin the gender inequalities in property ownership and inheritance. Finally, the paper makes recommendations for policy reform to enhance women's entitlement to property rights and promote their economic empowerment.

Keywords : Economic Empowerment, Entitlement of property, Land Ownership

Introduction :

Women's economic empowerment is a crucial component of sustainable development and gender equality. It not only contributes to women's economic well-being but also has a significant impact on their social and political empowerment. In India, women's economic empowerment has been recognized as a critical development goal, and various initiatives have been undertaken to enhance women's participation in the economy. However, despite these efforts, women continue to face significant challenges in accessing economic resources and opportunities. One of the primary reasons for this is the limited entitlement of property rights for women.

The issue of women's property rights has been a contentious one in India. Historically, women have been excluded from property ownership and inheritance, which has perpetuated gender inequalities and contributed to their economic marginalization. Though the Indian Constitution guarantees equal rights to both men and women, women's property rights have not been adequately enforced. The patriarchal attitudes and socio-cultural norms that underpin gender inequalities in property ownership and inheritance have continued to prevail.

Therefore, for ages, Hindu women as daughters, mothers, and wives are facing economic discrimination within the hierarchical, unequal, and autocratic families. Owning immovable property or a piece of land or controlling economic assets, is a distant dream for the majority of women. This gender gap in ownership and control of property is a main reason for gender gap in social status, economic well-being and empowerment. As per census 2011, only 13 percent of farmland is owned by women. Also, estimates suggest that women constitute 73.2 percent of agricultural workers and almost 74 percent of the rural workforce, hold only 12.8 percent land. Despite their intensive labour, women are not counted as farmers because the majority of women do not own land.

The United Nations Food and Agriculture Organisation after surveying 34 poor countries found that the women owned land percentage is as low as 10 percent. The majority of the world's food supply is produced by more than 400 million of people who farm. Yet in more than 90 nations, female farmers do not have the same rights to land ownership.

The research data collected by National Council of Applied Economic Research (NCAER) in 2019-20 for its Land Records and Services Index (N-LRSI, 2020) pointed that out of 77.5 per cent of the total landholdings that were owned privately, in 92.4 per cent of the landholdings (either under single or joint ownership), the titles were owned by males (Figure 1). In contrast, women owned land titles (as single/joint titles) only in 34 per cent of the total landholdings.

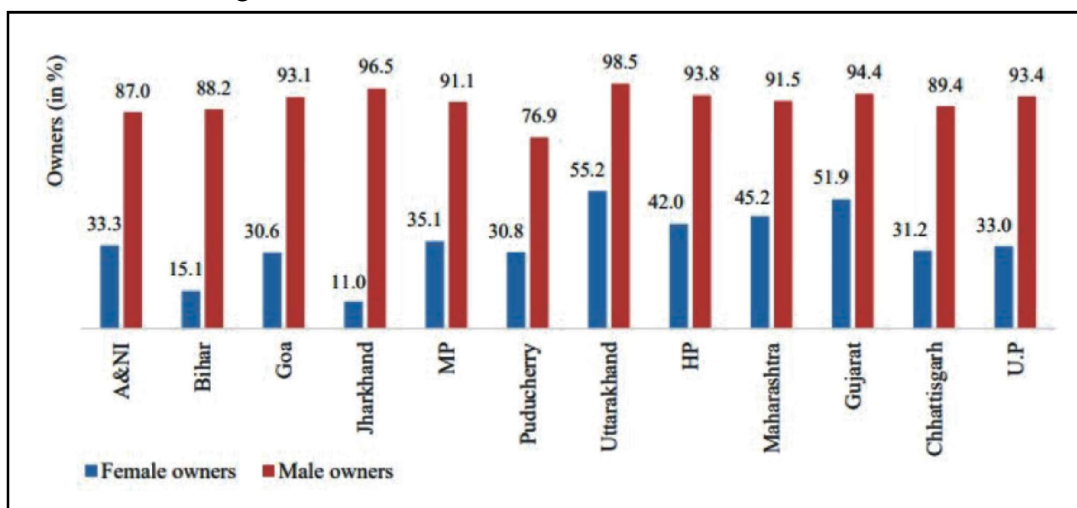


Figure 1: State-wise Percentage Distribution of Landholdings by Gender

Source : N-LRSI 2020 data.

The significance of property rights in promoting women's economic empowerment:

Different meanings are attached to the word “property.” Property covers all of a person's legal rights, regardless of their type, in its broadest sense. All that is a man's legally is his property. The idea of property so has broader applications. As per the law, both men and women can acquire property and land through different ways such as purchase, inheritance, gift, or transfer by government. Yet, inheritance remains a significant option where land is privately owned. In the patriarchal North Indian society, for centuries, it is the male lineage

that determines the ownership of the land and the control of the family property. Women, in such situations, where they hardly control any resources, are in financially constrained position than men in their ability to purchase any land or property.

Property rights are an essential aspect of economic empowerment for women. The entitlement to property provides women with a sense of security and economic independence. It enables them to access credit, invest in income-generating activities, and accumulate assets. The lack of property rights for women not only limits their economic opportunities but also exposes them to various forms of exploitation and abuse.

Studies have shown that women who own property are more likely to start their businesses and contribute to the economy. Property ownership also provides women with a safety net in case of unforeseen circumstances such as divorce or widowhood. Women who own property are less vulnerable to poverty and have greater control over their lives.

Property entitlement has significant implications for women's economic empowerment. Property ownership gives women access to resources that they can use to improve their lives and those of their families. Women who own property are more likely to invest in education, healthcare, and nutrition for their children. Property ownership also gives women a sense of independence and self-worth.

Access to land rights can help women have more autonomy and decision making power. There is a direct correlation between women's property rights and their economic empowerment. In developing countries, where agriculture is the main source of livelihood, land is a basis for agricultural production and income generation. Secure land rights are important to ensure food security and reduce poverty. The right to own property plays a vital role in conferring status on a person in society. A woman gets empowered if she has control over the property.

The existing legal framework and policy initiatives aimed at addressing the issue of women's property rights in India :

India being a heterogeneous country, characterized by different religions and beliefs, has faced difficulty to implement Uniform Civil Code. Consequently, religious communities of India continue to be governed by their personal laws in several matters including property rights. Even within the different religions, there are sub-groups who have their own local customs, rules and norms regarding property rights.

It is widely believed that social rights and economic independence lead to other positive outcomes among women such as increased autonomy, higher economic productivity, improved health status and educational attainment for children.

As women's social status is linked with their financial worth, gender-neutral asset and ownership rights are key to improve their socio-economic outcomes.

Thus, it is important to analyze inheritance laws from gender perspective because if laws do not offer equal share of benefits to women as their male counterpart, it deprives half of its population from several socio-economic privileges. This paper attempted to highlight the issue of gender inequality associated with inheritance laws for women belonging to different religions in India.

The Constitution of India strongly advocates gender equality and prohibits discrimination on grounds such as sex (Article 15(1)), caste (Article 15(2)), race (Article 15(3)), religion

(Article 16), place of birth (Article 17), economic status or income level (Article 19) and disability (Article 29). However, while Article 15 guarantees equal protection under law to every citizen irrespective of gender or religion, it does not explicitly guarantee equal ownership rights or control over property. This is because Indian society traditionally maintained male dominance over women through social norms such as marriage at an early age, dowry system, etc., which limited women's access to property.

Discussion relating to women's legal rights in property can be raised under the inheritance law which falls within the purview of personal laws. Personal laws are applicable on the basis of religion for e.g. the Hindu Succession Act (HSA), 1956 is applicable only to Hindus. Under the HSA, 1956 a Hindu women is entitled to inherit the property. The Act was amended in 2005 to include daughters as equal coparceners with sons in joint family property. The 2005 amendment has been a game-changer for women's property rights in India.

The Muslim Women (Protection of Rights on Divorce) Act of 1986 provides for a woman's right to maintenance and a share in her husband's property. The Prohibition of Benami Property Transactions Act of 1988 aims to prevent the transfer of property to benamis, which often leads to women being deprived of their rightful share in the property.

In addition to legal reforms, various policy initiatives have been undertaken to address the issue of women's property rights in India. The National Policy for the Empowerment of Women (2001) recognizes the need to enhance women's access to property rights and calls for the implementation of gender-sensitive land policies. The Pradhan Mantri Awas Yojana (PMAY) aims to provide affordable housing to women, particularly in rural areas. The Mahila Kisan Sashaktikaran Pariyojana (MKSP) aims to enhance women's participation in agriculture and promote their ownership of agricultural land.

The property rights of women in India depend on their religion and personal laws. There is no uniform law that applies to all women in India. However, some general principles can be stated as follows:

- The Hindu Succession Act of 1956 grants Hindu women the same inheritance and property rights as Hindu men. According to the Hindu Succession (Amendment) Act, 2005, they can also become coparceners (joint heirs) in ancestral property by birth, alongside their brothers.
- The Muslim Personal Law (Shariat) Application Act of 1937 grants Muslim women the ability to inherit and possess property in accordance with Sharia. They often receive half as much in inheritance as their male counterparts. They are also in complete control of their property and are free to dispose of it however they see fit.
- The Indian Succession Act of 1925 grants Christian women the same inheritance and property rights as Christian men. They can also leave their possessions to whoever they want by making a will.
- The Parsi Marriage and Divorce Act of 1936 guarantees Parsi women the same property rights and inheritance privileges as Parsi men. They can also leave their possessions to whoever they want by making a will.
- The Special Marriage Act of 1954 grants women who wed outside of their church or community the same inheritance and property rights as their husbands. They can also leave their possessions to whoever they want by making a will.

These are some of the constitutional provisions and legal rights for women ownership of property in India. However, there may be some variations and exceptions depending on the specific circumstances and cases.

Challenges faced by women in claiming their property rights in India are :

Despite these legal and policy reforms, women continue to face significant challenges in accessing property rights in India.

Gender bias and discrimination- One of the primary reasons for this is the patriarchal attitudes and socio-cultural norms that underpin gender inequalities in property ownership and inheritance. Women often face social and cultural barriers that prevent them from asserting their property rights. The preference for sons over daughters, the practice of dowry, and the stigmatization of widows are some of the factors that contribute to women's exclusion from property ownership.

The reluctance of families to transfer property to women- Patriarchal social structures still prevail in many parts of India, and women are often seen as secondary to men. Families may be hesitant to transfer property to women, fearing that it may result in the loss of family assets. They may be pressured by their male relatives or community members to give up or transfer their property rights to men. They may also face violence or threats if they try to claim their property rights.

Lack of awareness and education- Women may not be aware of their legal rights to property or how to exercise them. They may not have access to legal information, advice, or representation. They may also face illiteracy, poverty, and limited mobility that hinder their access to property documents and procedures.

Lack of legal resources and support- Women may not have adequate legal resources and support to protect their property rights. They may face difficulties in proving their identity, relationship, or inheritance. They may also face delays, corruption, or bias in the judicial system. They may not have enough financial resources to pay for legal fees or expenses.

These are a few of the difficulties women in India confront while trying to assert their property rights. To remove these obstacles and provide women more property rights, there are, however, certain initiatives and endeavours. For instance, the #PropertyForHer movement seeks to persuade parents, children, and lawmakers in order to socially legitimise women's claim to property rights. Progressive rulings that defend women's equal rights to property under various personal laws have also been made by the Supreme Court of India.

Recommendations :

To enhance women's entitlement to property rights and promote their economic empowerment, there is a need for policy reform in India. The following are some of the recommendations:

Legal Reforms : Legislation protecting women's rights to property, such as inheritance and marital property laws, should be passed by governments. These laws ought to be upheld, and those who break them ought to face harsh punishments. It is important to create gender-sensitive land laws that respect women's property rights and improve their access to land in India, entitlement.

Strengthening legal awareness and education- Women should be informed of their property rights and the legal processes involved in asserting them. Legal clinics, community

engagement initiatives, and other avenues can be used to accomplish this. Campaigns for legal literacy, workshops, and helplines can all be useful tools for providing women with legal information and counsel.

Providing legal resources and support-Women should be supported and affordably assisted by the legal system to safeguard their property rights. They should have access to counselling, legal representation, and free or inexpensive legal aid. In order to settle property conflicts amicably, they should also have access to alternative dispute resolution processes like mediation or arbitration.

Financial Literacy- Women should be taught financial literacy skills to help them manage their property and assets effectively. This will enable them to make informed decisions about their property and ensure that they are not exploited.

Gender Equality-Improving women's property rights requires addressing gender inequity. Governments and civil society groups should seek to do rid of prejudiced social customs and practises that bar women from inheriting or owning property.

Promoting social change and empowerment- Women's property rights should be recognized and respected by the society and the family. Women should be encouraged and supported to assert their property rights and challenge any discrimination or violence they face. Women should also be empowered economically, socially, and politically to claim their property rights.

In general, strengthening women's property rights necessitates a multipronged strategy that incorporates judicial, social, and economic reforms. Governments and civil society organisations can contribute to ensuring that women have equal access to property and are able to benefit from property ownership by addressing the underlying causes of property rights breaches and empowering women.

Women should not be subjected to discrimination or be denied equal property rights under personal laws and conventions, which should be changed or eliminated. If personal laws and customs go against the idea of gender equality, they should be legally challenged as unconstitutional.

Conclusion :

In India, granting women the right to own property is a significant step towards their economic emancipation. It provides women with resources, a sense of independence, and a sense of value. Implementing property entitlement for women is not without its difficulties, though. More needs to be done to educate women about their legal rights and combat patriarchal views regarding women owning property. Only then will women in India have true economic empowerment thanks to property rights.

References :

- Aggarwal B, Anthwal R and Malvika M (2020) Which women own land in India? Between divergent data sets, measures and law, GDI Working Paper 2020-043, The University of Manchester, Manchester
- <https://www.indiaspend.com/73-2-of-rural-women-workers-are-farmers-but-own-12-8-land-holdings/>
- <https://vikaspedia.in/social-welfare/women-and-child-development/women-development-1/>

meera-didi-se-poocho/property-rights-of-women-in-india-and-maintenance/

- <https://www.nrilegalservices.com/property-ownership-inheritance-rights-of-women-in-india/>.
- <https://www.latestlaws.com/articles/women-and-their-property-rights-in-india-a-critical-analysis-188095/>.
- <https://legalstudymaterial.com/property-rights-of-women-in-india/>.
- <https://theprint.in/india/women-in-india-face-unique-challenges-in-protecting-their-intellectual-property-rights-justice-hima-kohli/1540624/>
- <https://www.devdiscourse.com/article/headlines/2430803-women-in-india-face-unique-challenges-in-protecting-their-intellectual-property-rights-justice-hima-kohli>
- <https://www.actionaidindia.org/blog/womens-struggle-for-just-and-equal-rights-over-property-in-india/>
- <https://wcd.nic.in/womendevelopment/national-policy-women-empowerment>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2672561
- <https://www.naaree.com/property-rights-of-women-in-india/>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2672561.
- <https://wcd.nic.in/womendevelopment/national-policy-women-empowerment>.
- https://www.researchgate.net/publication/235315203_Property_rights_in_women's_empowerment_in_rural_India_A_review.
- <https://legalserviceindia.com/legal/article-9130-women-and-inheritance-laws-in-indian-context.html>

Examining the Service Satisfaction of Hospitality Real Estate in Kerala

***Adarsh K B, **Devakumar P S**

** Senior Research Fellow, Department of Commerce, Govt. College for Women, Thiruvananthapuram, Kerala.*

*** Professor, Department of Commerce, Govt. College for Women, Thiruvananthapuram, Kerala.*

Abstract

One of the key elements that affects an organization's performance is customer satisfaction. Service providers must comprehend their clients in order to build their offerings in a way that maximises client happiness. An increasing number of players are entering the hospitality real estate as a result of Kerala's expanding tourism potential. The current study's objective is to examine the service satisfaction of hotels in Kerala. Convenient sampling technique was used to collect information from the respondents. Data from 200 customers availing of the hotel services by means of a self-administered questionnaire. Based on the findings, 34% of respondents are highly dissatisfied with the cost of service, while 31% of respondents are dissatisfied with the hotel's locational convenience. The amount of satisfaction varies with each attribute, making it obvious that clients estimate their satisfaction in various ways with each one. Finally, research has shown that hotels in Kerala have high levels of service satisfaction.

Keywords :

Tourism, Hospitality, Service Satisfaction, Hotel Industry, Real Estate

1. Introduction :

Hotels and hospitality real estate are closely intertwined as hotels are a major component of the hospitality real estate sector. Hotels provide a place to stay for tourists, who often rely on them for lodging during their travels. Hotels allow tourists to explore a destination with the convenience of a home away from home. Hotels also provide amenities such as restaurants, pools, and other services, which attract tourists and draw them to the destination. The hotel industry is increasingly concerned with customer satisfaction, and numerous studies have been conducted in this area by various academics. Due to the fact that it reflects the quality of the relationship between the client and the service provider, customer satisfaction has grown to be an important performance indicator for the hospitality sector and for business in general.

Customers' wants and expectations have undergone a major transformation as a result of their changing lifestyles. The hospitality sector has experienced substantial growth and diversification over a period of time (Purohit & Purohit, 2013). A direct relationship between the consumer and the service provider is quite common in the hospitality sector because it is a service industry. Marketing's goal is to know and comprehend the consumer so thoroughly that the good or service fits him and sells itself. The customer is put in the spotlight in the management strategy for the company's successful operation. In light of this, maintaining high levels of customer satisfaction, which are anticipated to result in customer loyalty, is the most successful strategy for retaining customers (Kotler & Armstrong, 2008). Increasing personalisation, expanding the use of technology, and raising knowledge of shifting demographics are the three main components of personalised services for clients in the hotel sector. Consumers in the hotel sector won't put up with being treated like one demographic group any longer, and they won't stand for a "one size fits all" philosophy. So, in order to get a competitive edge in the market, service providers must adapt their services to the wants and needs of their clients. The key to achieving customer satisfaction is to go above and beyond what the consumer expects in order to win and keep their loyalty to the brand of the business (Sakthivel, 2013). It is recognised as a major differentiator and has grown to be a crucial component of corporate strategy.

According to earlier studies, it is proposed that guests in hotels will use and evaluate service interactions with various departments, such as housekeeping, food and beverage, and reception, as the basis for evaluating the service. The outcomes of those evaluations will have a significant impact on how satisfied guests are with their overall hotel experience. The need for customer satisfaction evaluation and its impact on loyalty and retention is clear in a highly competitive industry like hospitality, where the quality of service is essential and with increased access to information technology, customers have grown more discerning and aware. Customer satisfaction is distinct from the attitude construct in that, unlike guests, who have consuming attitudes or expectations, consumers only express satisfaction or discontent with a good or service after using it (Pazir & Amin, 2015). The guests who responded to the questionnaires were either staying at the hotel at the time or had at least one previous visit within the previous three months. The goal of the current study is to examine consumer satisfaction with regard to hotels in Kerala.

2. Review of literature :

Customer satisfaction can be described as how well a company meets a client's needs and wants in accordance to his or her expectations, before the customer ever receives the goods or services (Kotler & Keller, 2016). Customer expectation, then, is the gap between what customers anticipate from the services they will receive and what they actually perceive from those same services. Customer happiness is largely influenced by the development of the perceived value that consumers attach to a good or service (Kotler et al., 2017). Customers' satisfaction might therefore be a reflection of how happy or disappointed someone feels when comparing the actual performance or result of a product to what they had

anticipated. According to (Marlina et al., 2019) a consumer is satisfied when they can obtain more benefits than they pay for. Getting the greatest value out of the money spent on a good or service is what is meant by customer satisfaction. In comparison with other traditional performance measures, customer satisfaction is probably less sensitive to seasonal fluctuations, changes in costs, or changes in accounting practices (Kotler & Armstrong, 2008). So, for a hotel to carry on in business, it must ensure the satisfaction of needs and wants of the customers continuously, which will eventually lead to a strong customer base.

In order for the hotel sector to sell itself as a brand and provide services that are reliant on customers, it is crucial to be customer-centric and ensure that their clients receive the highest quality services. In order for the hospitality manager to keep their clients happy, they must make sure that customers feel welcomed, courteously, and efficiently serviced in a neat, secure, and safe atmosphere with the greatest items offered at fair prices (Forozia et al., 2013).

According to the business philosophy of “customer satisfaction,” value is created for consumers by anticipating and controlling their expectations as well as by displaying the capacity and obligation to meet their requirements (Guzzo & Dominici, 2010). Customer happiness and the quality of the services provided are essential for every business’ success (Radojevi et al., 2014). In an effort to increase customer satisfaction and loyalty as well as the perceived value for guests, hotels are expanding their efforts in these areas. This will lead to better relationships with each individual client (Jones et al., 2007).

Delivering high-quality service that eventually results in delighted clients is the key to achieving sustainable advantages (Zaibaf et al., 2013). According to the various research done, different people have different primary factors of customer satisfaction. Nonetheless, it has been shown that a large number of people and customers favour almost the same thing. The top three factors affecting client satisfaction are pricing, appearance, and cleanliness (Radojevi et al., 2014). (Knutson, 1988) made it known how vital it is to have clean, comfortable rooms, quick service, friendly staff, a convenient location, safety, and security. (Choi & Chu, 2001) came to the conclusion that the top three elements influencing satisfaction are value, staff quality, and room quality. (Jeong & Oh, 1998) discovered that factors like as neatness, safety, value for money, and staff politeness have an impact on customer happiness.

3. Objective of the study :

- To measure the customer satisfaction of hotels in Kerala.

4. Methodology :

The research was descriptive and analytical in nature. Convenient sampling technique was used to collect information from the respondents. Data from 200 customers availing of the hotel services by means of a self-administered questionnaire. The statements given to the respondents are assessed on a 5-point Likert scale from 1 (highly dissatisfied) to 5 (highly satisfied). A simple percentage analysis was used for the study to assess customer satisfaction.

5. Results and Discussion :

Table 1
Demographic Profile of Respondents.

Demographic variables		Percentage (%)
Gender	Male	57
	Female	43
	Total	100
Age	Below 20	14
	20 - 30	21
	Above 30	65
	Total	100
Marital status	Married	75
	Unmarried	25
	Total	100
Family income	Below 30000	15
	30000 - 40000	22
	Above 40000	63
	Total	100
Length of stay	Below 5 days	39
	5- 10 days	23
	Above 10 days	38
	Total	100

Source : Primary data

The demographic breakdown of the respondents is shown in Table 1. According to the findings, 43% of respondents are women and 57% of respondents are men. 14% of the respondents are under the age of 20, 21% are between the ages of 20 and 30, and 65% are beyond the age of 30. 25% of respondents are single, compared to 75% who are married. 15% of respondents have incomes under 30000, 22% have incomes between 30000 and 40000, and 62% have incomes over 40,000, according to the survey. 39% of the respondents plan to remain for fewer than five days, 23% for five to ten days, and 28% for more than ten days.

Table 2
Satisfaction with service provided

Description	Highly Satisfied (%)	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Highly Dissatisfied (%)
Quality of food	9	39	25	15	12
Ambience inside the hotel	11	43	34	3	9
Promptness of service	7	39	33	8	13
Cost of service	9	20	15	22	34
Cleanliness inside the rooms	13	40	20	14	13
Comfort inside the hotel	16	45	7	21	11
Behaviour of staff	12	43	11	20	14
Safety and security of hotel	17	53	16	10	4
Locational convenience	5	27	16	31	21

Source : Primary data

Table 2 represents the service satisfaction of customers. Based on the findings, 39% of the customers are satisfied with the quality of food provided by the hotel. 43% of the respondents are satisfied with the ambience inside the hotels. 39% of the customers are satisfied with the promptness of service in the hotels. 20% of the total customers are satisfied with the cost of service provided by the hotels, while a large portion (22%) dissatisfied and (34%) is highly dissatisfied with this aspect. 40% of the customers are satisfied with the cleanliness inside the hotel rooms. 45% of the customers are satisfied with the comfort inside the hotels. 43% of the hotels are satisfied with the Behaviour of staff. 53% of the customers are satisfied with the safety and security of hotels. 27% of the customers are satisfied with the locational convenience of the hotels while majority of them are dissatisfied (31%) and highly dissatisfied (21%) with the locational convenience.

6. Conclusion and Suggestion :

Hotels are a major subset of the hospitality real estate sector and are designed to provide accommodation to travellers and tourists. The success of a hotel is often closely tied to its location, as it needs to be situated in a place that is easily accessible and attractive to guests. Additionally, the quality of the hotel's amenities and services, such as its rooms, food and

beverage offerings, and recreational facilities, also play a significant role in its success. It is evident from the results of the present study that customers are sensitive to the various service aspects of hotels. It is also evident that even though there is dissatisfaction with some service elements, overall satisfaction in the hotel industry in Kerala is good. One of the major elements that depict dissatisfaction is the cost element of service. The hotel management must take effort to lower their cost without compromises in other service elements. Hotels should strive to provide the highest level of service possible to their customers. They should make sure to always be courteous and friendly and provide prompt service when customers make requests. Hotels should also invest in technology to make the check-in process smoother and more efficient. Additionally, hotels should make sure their rooms are always clean and well-maintained and offer a variety of amenities to meet the needs of their guests. Finally, hotels should ensure that they are continuously improving their services and customer satisfaction in order to make their customers feel valued and appreciated.

Reference

- Choi, T., & Chu, R. (2001). Determinants of hotel guests' satisfaction and repeat patronage in the Hong Kong hotel industry. *International Journal of Hospitality Management*, 20, 277–297.
- Forozia, A., Zadeh, M. S., & Gilani, M. H. N. (2013). Customer Satisfaction in Hospitality Industry/ : Middle East Tourists at 3star Hotels in Malaysia Amirreza Forozia, 2 Mohammad Sadeghi Zadeh and 3 Mahnaz Hemmati Noedoust Gilani Faculty of Management , Multimedia University , Cyberjaya , Malaysia Departme. *Research Journal of Applied Sciences, Engineering and Technology*, 5(17), 4329–4335. <https://doi.org/10.19026/rjaset.5.4425>
- Guzzo, R., & Dominici, G. (2010). Customer Satisfaction in the Hotel Industry/ : A Case Study from Sicily. *International Journal of Marketing Studies*, 2(2), 3–12.
- Jeong, M., & Oh, H. (1998). Quality function deployment/ : An extended framework for service quality and customer satisfaction in the hospitality industry. *International Journal of Hospitality Management*, 17, 375–390.
- Jones, P., Comfort, D., & Hillier, D. (2007). Marketing and corporate social responsibility within food stores. *British Food Journal* 2007;, 109, 582–593.
- Knutson, B. (1988). Frequent travellers: making them happy and bringing them back. *The Cornell Hotel and Restaurant Administration Quarterly*, 29(1), 83–87.
- Kotler, P., & Armstrong, G. (2008). *Principles of marketing* (12th ed.).
- Kotler, P., Kartajaya, H., & Setiawan, I. (2017). *Marketing 4.0 Moving from traditional to digital*. John Wiley & Sons.
- Kotler, P., & Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson Education Limited.
- Marlina, D., Wardi, Y., & Patrisia, D. (2019). Effect of Marketing Mix on Customer Satisfaction and Loyalty PT.TIKI Padang Branch. *Advances in Economics, Business and Management Research*, 64, 893–900. <https://doi.org/10.2991/piceeba2-18.2019.57>
- Pazir, D., & Amin, I. (2015). A Study of Customer Satisfaction Towards Hotel Industry in

Kashmir valley. *International Journal o Management Research & Review*, 5(12), 1117–1123.

- Purohit, G., & Purohit, D. (2013). From Customer Satisfaction to Customer Delight/ : *Global Journal of Management and Business Studies.*, 3(5), 545–548.
- Radojevi, T., Stani, N., & Stani, N. (2014). *Measuring Customer Satisfaction In The Hospitality Industry/ : An Empirical Study.* <https://doi.org/10.15308/SInteZa-2014-788-795>
- Sakthivel, D. P. B. (2013). A Study to determine the Home-Buyer's Preferences through Voice of Customer. *IOSR Journal of Engineering*, 03(03), 26–32. <https://doi.org/10.9790/3021-03332632>
- Zaibaf, M., Taherikia, F., & Fakharian, M. (2013). Effect of Perceived Service Quality on Customer Satisfaction in Hospitality Industry/ : Gronroos ' Service Quality Model Development. *Journal OfHospitality Marketing & Management*, 22, 490–504. <https://doi.org/10.1080/19368623.2012.670893>

India-China and Pakistan in 21st Century: Regional Geopolitics and Emerging Triangular Politics

Raj Kumar Yadav¹, Navcharan Singh Sidhu²

* *Raj Kumar Yadav, Research Scholar, Department of Political Science
Guru Nanak Dev University, Amritsar.*

** *Navcharan Singh Sidhu, Senior Research Fellow, Department of School of
Social Sciences, Guru Nanak Dev University, Amritsar.*

Abstract

World politics has witnessed a drastic political change with decline of erstwhile unipolar world order with the rise of new states from the developing world. Developing nations mainly of Asian continent has emerged to an extent that they have challenged the USA led world order and has become flag bearer of Asia centric world order. Asian states comprising China, India, and Japan have made a tremendous economic and geopolitical growth. The Chinese rise has been accompanied by its aggressive policies and grand strategies, its rise had been question for the existence of Western world mainly the USA as the global leader. The Chinese policies and relations with other Asian states have influence over regional and the global politics. The India-China animosity is utilized by the USA to penetrate in and dominate Asian politics likewise in the power game China utilizes the Pakistan as balancing player against the India to dominate the Asian politics. The triangular power politics between the India, China and Pakistan in the Post Covid-19 world is the main focus of the study of the paper which is based on the investigation of the secondary data. The study has divided into the examination of initially two sides of the strategic political triangle vis-à-vis study of the bilateral relations of the states with each other: India-China relations, India-Pakistan relations, China-Pakistan relations and at last trilateral study of the India-China-Pakistan triangular dynamics.

Introduction :

The China from the Asian region is nation which has recorded the tremendous growth in post cold war era and bear power to displace USA and its allies from their respective positions in the international liberal world politics. The Chinese Grand strategy 2049 aims China at the position of the Global leader of the 21st century. The incumbent leader of the Communist party of China XiJingping announced once in 2012 of the Chinese dreams which is based on two milestones ; primarily becoming the well society by 2021 and second of

becoming fully developed by the 2049.¹ The strategic aim is to become the sole power to dictate the Indo-Pacific region, to dominate trade, maritime and political diplomacy of the post covid-19 world order. In order to pursue the goal of global leadership China is in bid to dominate Asian continent initially via its aggressive and expansionist policies. In the Asia power nations which influence the global politico scenario comprise of India, Japan, Pakistan and many South East Asian states apart from the China. The void created by the USA during Covid-19 pandemic has made a win-win opportunity for China to accomplish its aims and goals of global supremacy. The China diplomacies always molded their ways to keep in favor the smaller nations of the Asia and mainly the Pakistan for balancing the anti Chinese tactics at various dimensions. The India-China and Pakistan are the three nuclear powered nations in the triangular politics shaping the future of Asian continent. The India and China are the longest standing enemies which are always on war like situations with each other and the military standoffs; they were also engaged in full scale war of 1962. On the same lines India-Pakistan relations are also of the hostile nature, the two south Asian regions were at border war with each other in 1948, 1965 and 1998 and in the contemporary era the nations bear the enemy approach against each other. On the other side of triangular politics the China and Pakistan enjoy friendly and healthy relations from the beginning of their diplomatic journey. The Pakistan in the starting of its international journey, firstly resolved its boundary issue with China in 1963 while gifting several miles as present to the China. In the 21st century Pakistan is hub for Chinese infrastructural investment and share one of the deepest defense corporations in Asian geopolitics. The Pakistan forms the part of China's strategic mega structures like Belt and Road Initiative and its extensions like China-Pakistan Economic Corridor (CPEC). The Sino-Pak cooperation on the CPEC is the recent bone of contention between the trio nations China, India and Pakistan as the Corridor passes through the India's Claimed Pakistan Occupied territory of India in Kashmir region. In post covid-19 world order the India-China are indulged in longest standoff at Galwan valley along the shared borders of the Himalayas. On balancing the Chinese ambition to rule post Covid-19 world the USA and its allies have entered Asian continent with the doctrines of allying with China's opponents mainly the Taiwan, Japan, and India. With India and Japan from Asian continent and Australia from the southern Indo-Pacific region the USA has established the Quad coalition in tune of cornering China's influence and new maritime policies in Indo-Pacific. In studying the contemporary geopolitics, it is vital to examine the relations three countries of Asian continent in detail.

India-China Relations: The Rising Period of Post Globalization Era (2000-2014)

The era of liberalization of the economies and opening up with the international world during the phases of 1989-2009 made tremendous growth to both nations and even to Asian continent as a whole. The 21st century came with vital opportunities for Asian nations to rise in political and economic manners, the newly independent states of Asia after opening of the economies were hub for the foreign aids and investments and western world was also now

¹ Kuhn, L.R. (2013, June 4). Xi Jinping's Chinese dreams. *NyTimes*.

<https://www.nytimes.com/2013/06/05/opinion/global/xi-jinpings-chinese-dream.html>

open for the Asian markets. The Asia begin to rise with multiple states recording the economic rises, the rise sowed the seeds of multipolarity on world's political order. The China in new century gained new records of development and in particular 2010's recorded double digit economic growth. The traditional animosity between the Himalayan states India and China got transformed into several new dimensions of rivalry. The China upgraded its approach, strategies mainly the naval doctrines to dominate the world affairs and to be the world leader whereas India geared up to be the regional powerhead. The Chinese rise and the grand strategy 2049 designed by the President Xi Jinping aims of the global supremacy with largest and modernized Army, nuclear advancement and targets China on the top of the world leadership replacing the USA's hegemonic position. The main obstacle to the Chinese rise has been its longest standing enemy India to whom China had been always designing the policies and ways to balance at the regional level. The world recessionary crisis of 2008 which led to the collapse of USA banking system was taken as opportunity the China to occupy and establish China centric world order. In Post 2008 crisis China conceived policies of great rejuvenation of Chinese nation of which Belt and Road initiative became global concern. The Chinese Belt and Road Initiative aims to revitalize old silk route to connect China with whole of the world, the naval wing of the proposed plan tends to dominate Indo-Pacific and mainly the Indian Ocean Region (IOR). The infrastructural development in Indian Ocean Region by investing in the littoral states is Chinese two fold strategy; firstly for the purpose for new silk route and secondly for cornering the India from the southern side of the Indian Ocean. The Chinese diplomacy in Southern Indian Ocean to corner India is Scholarly termed as the Chinese String of pearls policy.

India-China Relations: Era of new Challenges and Standoffs(2014-2022)

The growing proximities of China in Asian region has posed threat to the Indian national interests, thus in 2014's NDA I Modi led Government in India assisted The China's ideological and hegemonic opponent in Asian geopolitics-the USA on its Asia pivot policy. The 21st century marks the beginning of new dimensions of war fares between the nations like race of naval supremacy, dominance at regional and international forums, nuclear arms race etc. Despite the emergence of new forums of tussle, the boundary dispute has remained the main bone of contention. The Army of both nations stood face to face in Doklam standoff which lies at the tri junction area between India-Bhutan and China in 2017. After the standoff the nations tried to build friendly grounds for growth trajectory in bilateral trend by the way of informal visits by the nations head from Wuhan to Mamallapuram but the boundary unrest prevailed and the armies of both nations again are having longest standoff prevailing till date at the Galwan valley. Meanwhile the China is preparing the India's another enemy Pakistan by infusing high tech defense equipment to Army of the Pakistan in the case of opening the two front war against India. The recent 2022's inducement of China's fighter jets J10-C to Islamabad's defense sector are balancing cards to New Delhi acquisition of Rafale Jets from the France.²

The Chinese move of supplying jets was followed by India's deterrence up gradation at Galawan and allied Himalayan fronts by the introduction of new S-400 A2-AD Russian missile system in Indian defence policy. The Islamabad's adversaries with New Delhi and closeness with Beijing is also embedded in long journey and legacy of border wars.

India –Pakistan Relations in 21st century: Era of Proxy wars and State Sponsored Terrorism (2001-2014)

India and Pakistan bear a long history of conflict and dispute though Pakistan was divided from the Indian land. The misperceptions, mistrust and advantage utilized by the external powers have made the nations standing apart on the pillars of anti national feelings, enemy nation's status and anti national alliances. The India-Pakistan relations in the International politics has been described and classified as 'enduring rivalry' which is explained as the dispute between two states which lasts for more than two decades with multiple border inter-nation conflicts.³ The new hopes and maturity in bilateral trend has been observed in the 21st century where states were not involved in direct warfare but the trend of proxy war and cross border terrorism has prevailed. The Pakistan based terrorist organization based on the ideology of jihadism like Lashkar -e-Taiaba and Jasish-e-Mohammed (JeM) were involved in the terrorist attacks in India while bringing proxy war like condition in the nation. The first incident of such nature was attack on the Indian parliament in 2001 which signaled the all agreement for peace between the two nations stands dead and null. The main accused of attack Afzal Guru was the Pakistani trained militant working for jihad and who supported Kashmir separatist movement, he was arrested in 2001 and his trial ended in 2013 with sentence of hanging. The Guru's hanging also accompanied violence in the many parts of the Kashmir and curfews were imposed to restrict Kashmiri's separatist inciting more violent and disruptive activities. Another activity of Lashkar e Taiba was bombings 2008's Bombay attacks in which 160 Indian citizens were killed.⁴

India –Pakistan Relations: NDA's Realist Diplomacy (2014-2022)

In 2014 the NDA led government in India took significant change in the foreign policy towards Pakistan from the Nehruian Idealistic approach to the Realist one. Now Indian side answered the Pakistan's back stabbing, proxy wars in direct way. Subsequently the Pulwama attack on Indian paramilitary forces in 2019 was answered by direct warfare of surgical strike by crossing the line of Control at Balakot to destroy camps of terrorist organization- Jaish e Mohammad and killing around 300 terrorists.⁵ During Air strike the Indian fighter pilot with

² Sofuoglu.M (2021, December 30). What's behind Pakistan's rumoured purchase of Chinese fighter jets. <https://www.trtworld.com/magazine/what-s-behind-pakistan-s-rumoured-purchase-of-chinese-fighter-jets-53158>

³ Paul, T.V. (2005). Causes of the India–Pakistan Enduring Rivalry. In T.V. Paul (ed.), *The India–Pakistan Conflict: An Enduring Rivalry*. Cambridge: Cambridge University Press, p. 3.

⁴ Hashim, A. (2019, March 1). Timeline: India Pakistan relations. *Aljazeera News*. <https://www.aljazeera.com/news/2019/3/1/timeline-india-pakistan-relations>

MiG-21 the Abinandan was held captive in Pakistan but India with new leadership and realistic International Charisma forced Pakistan to return him back with full dignity and respect. The Indian moved further in a coercive manner by abrogating special constitutional status Article -370 to the state of Jammu and Kashmir. The Indian state of Kashmir which has been the territory of dispute between India, China and Pakistan was made central administered regions by the creation of Jammu and Kashmir and the Ladakh as the two new union territories.⁶ While responding to the NDA led realistic approach Pakistan is balancing the India by the way of managing and siding anti Indian alliances, the major Pakistan's anti India approach had been its cooperation with China. In the past the Pakistan and China were especially joined together at border diplomacy but in the contemporary times the tussle has entered and upgraded at various modern diplomatic fronts shaping the triangular dynamics between the three nations to new angles and the heights.

Emerging Sino-Pak Ties: 21st Century the Contemporary Scenario (2000-2014)

The present scenario of the China-Pakistan friendship is embedded into the historical proximities of Asian politics which makes the examination of the initial stages of bilateral trend important to root out present strand of relations between the nations. The deepening Sino-Pak proximities in 21st century are standing on the pillars and factors; i) ongoing multiple one to one bilateral disputes of Pakistan with India and China's with that of India ii) growing ties of the USA in the Asian politics and its ties with India iii) China's dream of 2049 and domination in the Asian region. India in the contemporary global geopolitics is the rising nation-state from the Asian continent. The Pakistan in the 21st century has become the influential state in south Asian region with the Chinese support. The Pakistan economy has grown with Chinese investment and participation, its activities of terror spread has got influential Chinese support against India at international forum, for instance after the Pulwama attack China resisted to declare the Massoud Azhara international terrorist at the UN level. Further at political economy front the duo has cooperated further to transform the disputed land of India at Kashmir into the commercial territory under the Chinese strategic plans to connecting the China and Pakistan with Central Asia and Europe via China-Pakistan economic corridor and development of Gwadar port in contrast to India's Chabar port in Indian Ocean.

Sino-Pak Cooperation: New Heights and defense Cooperation (2014-22)

After coming of new NDA government in India post 2014's and its aggressive foreign policy towards the enemy states like Pakistan and China. The Sino-Pak friendship has depended to the larger extent to snub India's presence and rising influence at various platforms. The India's defense deals like Rafale Jets, S400 missile system infusion in its defense sector has retaliated by the Chinese move of supplying Pakistan with balancing equipments. The trilateral

⁵ REUTERS.(2019,February 26). Viewpoint: India strikes in Pakistan a major escalation. *BBCNEWS*. <https://www.bbc.com/news/world-asia-47366718>

⁶ Chaturvedi.A.(2019, August 5). 2 years of abrogation of Article 370: 5 big changes in Jammu and Kashmir. *Hindustantimes*. <https://www.hindustantimes.com/india-news/2-years-of-abrogation-of-article-370-5-big-changes-in-jammu-and-kashmir-101628130402726.html>

relations were influenced further with activities of each other and coming of external continental power states into regional politics with coming of the Covid-19 virus. As the USA and China are on the war of hegemony to dominate the world affairs in post Covid-19 era, the trade war between USA and China, the former USA's president Donald Trump open criticism of China at various international forums and alleging China for the disaster of the Covid-19 are the evidences that reflect the Sino-US indulgence in the new cold war of 21st century. The Chinese aggressive expansionist dream of becoming world power and human rights violations has attained global attention of not alone the USA but its allies and western world. In G7 Cornwall's summit of world powers 2021 which was hosted by the UK, The US President Joe Biden put light on the America's rejuvenation plan to reemerge as the world power-Build Back Better World (B3W) which targets anti-Chinese programs and strategies including the China's Belt and Road Initiative which has put many nations in debt trap and has posed threat to the sovereignties.⁷ The President Biden in G-7 summit claimed to its plans of global development would not be like of Chinese Debt diplomacy projects based on development involving the forced labors of the minorities as that of Uyghur in the Xinjiang province. Apart from the tussle at the G7 summit the USA has made relevant presence in Asia to counter China, for instance when China and India's confrontation at Himalayas-the Galwan Standoff was at heights the USA made a diplomatic visit to India to conclude 2+2 dialogue to show support to the China's regional enemy. In such circumstances China has made Pakistan a special focus and favorite ally in its South Asian policy so that that it could balance USA and India partnership in the region. In the past China firstly helped Pakistan to build a nuclear deterrence against India and now China is helping Pakistan in every strategic dimension vis-a-vis economic and defense sector to build stronger hold in South Asian region and restricting the nuclear powered state to align with any other super power of the world. The Sino-Pak relations in the 21st century are embedded in higher defense cooperation in contrast to the Russia-India defence ties. On procuring VT-4 Chinese built battle tanks Pakistan became one of the advanced nations in 2021 having high end third generation tanks capable of resisting heavy attack because of the high armor stability.⁸ As the Pakistan is habitual of cross border terrorism, it seeks new paths of infiltration and spying over Indian army camps and repositories, on these lines the Pakistan from its ally China-one of major manufacturer of Unmanned Combat Aerial Vehicles (UCAVs) bought 50 Wing Loong II UCAVs in December 2020.⁹ Followed by the Pakistani drone diplomacy the India witnessed 67 incidents of drones entering the Indian Territory for spying, for the arms and ammunition transportation and posing significant threat to national security of India. Amid Galwan Standoff, the China on policy of making Pakistan

⁷ BBC.(2021,June12). G7 summit: Spending plan to rival China adopted.*BBCNEWS*
<https://www.bbc.com/news/world-us-canada-57452158>

⁸ PTI.(2021,July1).Pakistan army inducts china made vt 4 battle tanks.*EconomicTimes*. <https://economictimes.indiatimes.com/news/defence/pakistan-army-inducts-china-made-vt-4-battle-tanks/articleshow/84017081.cms>

⁹ Rajagopalan,P.R.(2021,July 9). The China Pakistan partnership continues to deepen. *TheDiplomat* .<https://thediplomat.com/2021/07/the-china-pakistan-partnership-continues-to-deepen/>

stronger partner at Himalayan borders has equipped Pakistan's Air force with High to Medium Air Defense System (HIMDAS), HQ-9/P. The HQ-9/P is the high tech missile system used by the Chinese military at various disputed territories in order to deter the opponents; Pakistan has deployed the missile which has comparison to Russian S-400 missile system at Line of Control (LoC) to pose threat to Indian army at another front in the Himalayas.¹⁰ On political economic partnership Pakistan is part of maritime wing of Belt and Road Initiative (BRI) because of its strategic located Gwadar port which is being built by China to corner India and to have access to the Central Asia and Europe. Apart from the defense cooperation China on the lines of vaccine diplomacy helped Pakistan fighting the Covid-19 as the responsible partner during the initial phases in 2019, the team of Beijing doctors visited the Islamabad and provided them with medical equipment, medical gears and with gifting half a million doses Covid-19 vaccine doses of the Sinopharma to complete its vaccine drive.¹¹

India-China and Pakistan- Triangular Dynamics :

The diplomatic relations between three nations are embedded in the triangular dynamics if they are within the ambit of the three parameters vis-a-vis i) three nations must be independent entities ii) the actions of one state with the second have influence for the third state iii) there is almost possibility of the two states joining up together against the other state.¹² The India China and the Pakistan are the three states which are in the preview of these conditions.¹³ The India China and Pakistan are the three states at the triangular corners of the Asian region with the nuclear capabilities and deterrence against each other. The China and Pakistan enjoy friendly relations from 20th century and frame diplomacies against the India. The quest for the national interest and security dilemma in Asian triangle has been the platform for the rising discontent and realistic power policies. The rising interdependence in post globalization era keeps the nations connected in web of trade and exchanges which make it impossible for states to live in complete disconnection besides the disputes and conflicts. The peace and the security of Asian region requires for the mature foreign policies of the three nations for the coexistence. The conflicted situations for security concerns of the Asian region are witnessed when the two nations are joined against the third state in the power game.¹⁴ The Pakistan-China relations

¹⁰ EurAsian Times Desk. (2021, October 21). New headache for india china's most powerful missile-defense system likely to be deployed along both lac loc. *Eurasiantimes*. <https://eurasianimes.com/new-headache-for-india-chinas-most-powerful-missile-defense-system-likely-to-be-deployed-along-both-lac-loc/>

¹¹ Albert, E. (2021, February 4). China gifts Pakistan 1.2 million covid-19 vaccine doses. *The Diplomat*. <https://thediplomat.com/2021/02/china-gifts-pakistan-1-2-million-covid-19-vaccine-doses/>

¹² Dittmer, L. (1981). The strategic triangle: An Elementary Game-Theoretical analysis. *World Politics*, 33(4), 485–515.

¹³ Sinha, S. (2004). *The strategic triangle: India – China – Pakistan*. *China Report*, 40(2), 221–225. https://www.researchgate.net/publication/247766459_The_Strategic_Triangle_India_China_Pakistan/citation/download

in the contemporary times are on the growth trajectory, China helped Pakistan in war against Covid-19 by providing medical aids and equipments. The Pakistan is the platform for the Chinese investment at megaprojects including the infrastructure development at the major sea port which forms the part of Chinese String of Pearls policy. The China plays a significant role in the defense sector of the Pakistan, during the time period of 2015-2019 net total of the 70 percent of the Pakistan's weapon were imported from China.¹⁵ In 2020 when India China were facing worst phase of bilateral relations amid Galwan standoff, the China moved further to hurt India in higher intensity by signing hydropower agreement with Pakistan to make a project in disputed territory of India-Pakistan at Pakistan administered Kashmir worth \$ 2.4 billion ¹⁶. China has infused Pakistan with all high tech defense equipments to open two front wars against India at anytime in coming future. In post 2020's USA's afghan withdrawal the Sino-Pak friendship prospered on favoring the Taliban's led rule, the withdrawal was perceived as USA's absence from the Asia's front. The China moved further to cover the void with Pakistan to recognize the Taliban led government and was against India, USA and western world's resistance to terrorist led state. The Chinese moves of alignment with South Asian states against India and USA has been taken by India carefully at regional and international level with increasing engagements in international forums like Quad which are directly targeted against the Chinese rise at regional and global level. The Quad Coalition has been joined by the China's opponents to balance its aggressive approach to rise and rule and has witnessed the support from the South East Asian states in 2021 where China has been building Artificial islands in the South China Sea to have dominance over the Oil trade. The unlawful construction also continues at Pangong Lake where India-China have been at face to face in Himalayan's longest border standoff till 2022.¹⁷ The recent construction activity of 2022 of the bridge around strategically located Pangong Lake for the movement of People Liberation army to disputed zone at eastern Ladakh and China's defence agreements with Pakistan is reflecting the China's intensified rivalry and threat to India's national interest. The strategic triangular dynamics between India, China and Pakistan on the seems to be ever evolving with enhancing enmity and intensified conflicts, further the triangular politics is changing and transforming into chains involving more and more rival states and activities against each other.

¹⁴ Haans, J.(2020).China, India & Pakistan strategic triangle – the Pakistan factor in Sino-Indian relations. *Global Affairs*, 6, no. 4-5: 559–75.6.

¹⁵ Qaddos, M.(2020, June 20). *The Pakistan, India, and China Triangle Pakistan's Place in the Sino-Indian Border Dispute*. Indo-Pacific Perspective. <https://www.airuniversity.af.edu/Portals/10/JIPA/IndoPacificPerspectives/June%202021/03%20Qaddos.pdf>

¹⁶ Web Desk.(2020, July 6). Pakistan, China sign \$1.5 billion Hydropower Project Agreement. *The News International*. <https://www.thenews.com.pk/latest/682889-pakistan-china-sign-15-billion-power-project-agreement>.

¹⁷ Livemint (2022, January 4). India china border standoff china constructs bridge on pangong lake in ladakh. *Livemint News*. <https://www.livemint.com/news/india/india-china-border-standoff-china-constructs-bridge-on-pangong-lake-in-ladakh-11641264740687.html>

Way Forward :

On the triangular geopolitics of Asia continent China is on the side of Pakistan due to unresolved conflicts between Beijing and New Delhi on various issues to dominate leadership position on political and economic fronts. India, China and Pakistan political trend is examined by the study of bilateral relations between the countries and the trilateral trend emerging from the bilateral conflicts and differences. The post globalization world binds the world together and same lies with trio in the South Asian Sub continent. The China Pakistan partnership targets the growth and evolving policies and engagements of India at trilateral, Regional, and at Global level. The India policies post 2014 NDA led government reflects the realistic change from the idealistic behavior of peaceful coexistence and mutual peace. India on power game to balance the duo of Pakistan China has invited the USA to Asian regional platform to corner the rising China and its aggressive behavior. Where in a strategic triangle Pakistan and China have mutual interests against the India, the India balances the play with support of the external continental power states. The India's participation the Quad is the example to such power play. For the regional prosperity and peace trio has to engage in mutual cooperation and negotiation and arms race treaties for resolving the conflicts and for utilizing the opportunity to rise in the Asian century- the 21st century.

Contactless Payments in Ernakulam City : The Role Of Mobile Payment Apps During The Pandemic

Athira.V.T¹, Dr. Joseph George²

1. Assistant professor, Department of commerce Sacred Heart College (Autonomous), Thevara, Kochi -682013
2. Assistant professor, Department of commerce Sacred Heart College (Autonomous), Thevara, Kochi -682013

Abstract

This study examines the growing popularity of mobile payment apps in Ernakulam City and the role of COVID-19 as a catalyst for their adoption. The pandemic has prompted a shift towards contactless payment methods, including mobile payment apps, as consumers seek to avoid physical interactions and reduce the risk of infection. Ernakulam City, located in the southern Indian state of Kerala, has experienced significant growth in its mobile payment app usage in recent years, with the pandemic accelerating this trend. The survey data provides insights into consumer behaviour and the reasons for their adoption of mobile payment apps in the city. The study finds that COVID-19 has played a significant role in driving the adoption of mobile payment apps in Ernakulam City, with many consumers citing concerns about the virus as a reason for switching to contactless payment methods. Other factors contributing to the growth of mobile payment apps in the city include convenience, speed, and security, as well as the increasing availability of mobile internet services. The study concludes by highlighting the potential for further growth in mobile payment app usage in Ernakulam City and the need for mobile payment app providers and policymakers to address the challenges and opportunities in this area.

Introduction :

Over the last decade, India has experienced a tremendous rise in the use of mobile phones, internet, and digital services, which has accelerated the growth of online mobile payment apps. These apps are designed to use the internet to carry out transactions, store credit and debit card information, and allow users to make payments conveniently and quickly.

Mobile payment apps are digital applications that enable users to transfer money electronically using their smart phones or other mobile devices. These apps offer a convenient and fast way of making payments and have become increasingly popular due to their ease of use and security features.

Typically, users have to register their bank account or credit/debit card information

with the mobile payment app to enable transactions. Users can then use the app to make purchases, pay bills, or transfer money to other individuals or businesses.

There are various types of mobile payment apps, including :

1. Bank-owned apps - these are payment apps developed by banks for their customers to use for online banking and payment transactions.
2. Independent apps - these are payment apps developed by third-party companies that allow users to make payments through their own accounts or linked bank accounts.
3. Wallet apps - these are payment apps that store a user's payment information, such as credit/debit cards and bank accounts, in one place for quick and easy access.

Popular mobile payment apps include Google Pay, Apple Pay, Samsung Pay, PayPal, Venmo, Paytm, Fed Mobile and YONOSBI. These apps have revolutionized the way people make transactions by making it easier, faster, and more secure than ever before.

The outbreak of the COVID-19 pandemic and the subsequent lockdown imposed by the government have led to significant behavioural changes among the public. Many people are avoiding cash transactions in fear of contracting COVID-19 and are instead turning to cashless transactions through online payment apps. With people locked up in their homes, the only way to make payments was through these apps. In response, many organizations began accepting only cashless payments, further fuelling the adoption of online payment systems. Online payment apps are seen as a contactless and instant solution, making them the most effective method of making payments in the current scenario.

This study aims to explore the growing popularity of mobile payment apps in India and their impact on consumer behaviour during the COVID-19 pandemic. It seeks to understand the reasons behind this shift, the factors that influence consumer choice, and the challenges and opportunities facing online payment apps in India. Ultimately, the study aims to provide insights into the evolving landscape of digital payments in India and how it is being shaped by changing consumer preferences and the impact of COVID-19.

Impact of Covid-19 Pandemic on Mobile Payment Apps :

The COVID-19 pandemic has had a significant impact on the global economy, with many firms turning to new technologies to stay afloat. One such technology that has seen increased usage is mobile payments. As people have been required to stay at home, making payments, shopping, and ordering food have become more accessible through mobile payment apps. The pandemic has also shifted people's perceptions of payment alternatives, with many customers and retailers preferring contactless payments to avoid physical contact. Mobile apps have been instrumental in helping people maintain social distancing while flattening the curve of COVID-19 cases. App developers have responded to the increasing demand for mobile payments by creating innovative Android and iOS apps that help individuals in their daily lives while also generating revenue. In conclusion, the effects of the pandemic on payments and banking are likely to be felt for some time, with mobile payments continuing to play an essential role in daily life.

Statement of the Problem :

As technology continues to advance, consumer behaviour is rapidly changing, particularly in regards to the adoption of online payment apps. With the COVID-19 pandemic acting as a

catalyst, consumers are increasingly drawn towards the convenience and safety of online payments. However, there are still factors that may hinder or influence customers from using these payment apps. This study aims to investigate the impact of COVID-19 on the adoption of online payment apps, as well as identify the factors that may either promote or inhibit their use among consumers. Ultimately, the study aims to provide insights into how online payment apps are perceived by customers in order to better understand this evolving market.

Scope of the Study :

The scope of this study is to gain a better understanding of Mobile Payment Apps and their adoption in the context of the COVID-19 pandemic. Specifically, the study seeks to identify the various factors that influence or hinder customers from using these apps, as well as determine the most preferred app among users. The findings of this study can be valuable for service providers looking to increase the efficiency and effectiveness of their mobile payment apps, by addressing the concerns and needs of their target consumers. Ultimately, the study aims to provide insights into the evolving nature of online payments, and how it is being shaped by changing consumer behaviours and attitudes.

Objective of the Study :

1. To identify the most preferred mobile payment app.
2. To identify the factors influencing the adoption and usage of mobile payment apps in Ernakulam city.
3. To assess customer satisfaction with different features of mobile payment apps.
4. To assess the percentage change in the usage of mobile payment apps before and after the COVID-19 pandemic in Ernakulam city.

Hypothesis of the Study :

1. H0 There is no significant association between apps preferred and user friendliness
H1 There is significant association between apps preferred and user friendliness
2. H0 There is no significant association between apps preferred and security
H1 There is significant association between apps preferred and security

Research Methodology :

Based on the research question and methodology, a suitable research design for the study on the growing popularity of mobile payment apps and COVID as a catalyst with reference to Ernakulam city could be as follows:

1. Research Design: Descriptive research design
2. Data Collection:

a. Primary data : A structured questionnaire will be used to collect primary data from the sample of 100 mobile payment users in Ernakulam city. The questionnaire will include closed-ended questions to gather information on the factors that influence or hinder the adoption of mobile payment apps, the most preferred app among users, and the impact of COVID-19 on consumer behaviour towards mobile payments.

b. Secondary data : Secondary data will be collected from various sources such as books, journals, websites, and articles to provide a theoretical framework and support the findings of the primary data.

3. **Sampling Method:** Simple random sampling is used to select the sample of 100 mobile payment users in Ernakulam city.
4. **Data Analysis:** The collected data will be analyzed using statistical tools such as percentages and chi-square to identify patterns, trends, and associations between variables.
5. **Ethical Considerations:** The study will be conducted in accordance with ethical standards, and informed consent will be obtained from the participants. The confidentiality and anonymity of the participants will be ensured, and no personal information will be disclosed without their consent.

Limitations of the Study :

Some potential limitations of the study on growing popularity of mobile payment apps and COVID-19 as a catalyst with reference to Ernakulam city may include:

1. **Response Bias:** The study relies on self-reported data from the participants, which may be influenced by social desirability bias or other factors.
2. **Generalizability:** The findings of the study may only be applicable to the context of Ernakulam city and may not be generalizable to other regions or populations.
3. **External Factors:** Customer behaviour is dynamic and can change over time due to various factors such as changes in technology, economic conditions, social and cultural factors, among others.

Review of Literature :

The study by Sonal (2021) aims to explore the adoption and usage of mobile payment apps by both consumers and merchants in India, as well as the impact of demographic factors on their awareness and usage. The study found that Indians are familiar with mobile payments and have accepted it for their daily transactions, with merchants and consumers showing trust in their app providers. The study also revealed that demographic factors had little impact on mobile payment awareness and usage. With the increasing use of mobile phones becoming a new way of life, the study predicts that mobile payments are expected to continue to grow in popularity in the near future.

The study by Gupta and Shivani (2020) focuses on the growing popularity of mobile payment apps in India, with a specific focus on three popular apps: Google Pay, PhonePe, and Paytm. The authors found that these apps have become increasingly popular over the last few years, with a growing number of users every day. They noted that the wallet feature of these apps is a significant draw for users. According to the study, Google Pay is the most popular app for high-value transactions because it allows users to transfer payments directly from their bank account, unlike the other apps. However, the authors also found that the security mechanisms of these apps need to be improved to expand their user base in the future.

The study by Dr. C Vijay's (2019) research titled "Mobile wallet and its future in India" discusses the concept of mobile wallet and its global perspective. The study also highlights the initiatives taken by the Reserve Bank of India (RBI) and guidelines towards mobile wallet providers. The research concludes that despite the widespread use of mobile phones in India, there is still a need to increase awareness and adoption of mobile payment services that are comfortable, private, discreet, safe, and convenient, without requiring much effort or

interpretation. The study suggests that there is a need for more secure and user-friendly mobile payment applications to encourage wider adoption and usage.

The study by F. Saviour in 2019 focused on understanding customer satisfaction with the mobile wallet service provided by Paytm, one of the popular mobile payment apps in India. The study aimed to identify areas of dissatisfaction, factors that influence customer satisfaction, and suggestions to improve the services. According to the study, a significant number of consumers were aware of Paytm's services and used most of them. The research also found that Paytm was mostly used by the youth for making transactions. Additionally, the study highlighted that demonetization in India, which led to a shortage of cash, increased the market share of Paytm within a short span. Overall, the study provided insights into the factors that influence customer satisfaction with mobile payment apps and emphasized the need for continuous improvement in the services offered by Paytm to maintain customer satisfaction and loyalty.

Result and Inferences :

The survey findings revealed that mobile payment apps are widely recognized among the respondents due to mass advertising strategies, with 99% of them having used them. Google Pay, PhonePe, and Paytm are the most popular mobile payment apps, with Google Pay being the most widely used, followed by PhonePe and Paytm. The majority of respondents preferred Google Pay for making payments, and they mainly use mobile payment apps for recharge and bill payments.

Respondents highly value the ease and convenience of mobile payment apps, and 97% of them prefer them over cash payments. The covid-19 pandemic has had a significant impact on the use of mobile payment apps, with 47% of respondents starting to use them during the pandemic, and a 90% rise in their use during that period. The majority of respondents found mobile payment apps to have made their lives easier during the pandemic, although there were some concerns expressed regarding the real-time transactions, successfulness of transactions, barcode detection, and the ability to use offers and rewards.

60% of respondents indicated that they will not shift to cash payments post covid-19 pandemic, and almost all respondents (93%) would recommend mobile payment apps to friends and relatives, indicating a high level of satisfaction with their usage.

Association Between App Preferred and User Friendliness

Chi-Square Tests			
	Value	Df	Asymp. Sig.(2-sided)
Pearson Chi-Square	6.908a	4	.141
Likelihood Ratio	6.608	4	.158
Linear-by-Linear Association	4.972	1	.026
N of Valid Cases	100		

Source : primary data

The p-value obtained for the Pearson Chi-Square test is 0.141, which is higher than the conventional level of significance of 0.05. Therefore, we fail to reject the null hypothesis and conclude that there is not enough evidence to suggest a significant association between the preferred mobile payment app and user friendliness among the respondents in Ernakulam city.

Association Between App Preferred and Security

Chi-Square Tests			
	Value	Df	Asymp. Sig.(2-sided)
Pearson Chi-Square	8.098a	6	.231
Likelihood Ratio	8.478	6	.205
Linear-by-Linear Association	4.517	1	.034
N of Valid Cases	100		

Source : primary data

Interpretation: The resulting p-value was greater than 0.05 at a 5% level of significance, it means that there is insufficient evidence to reject the null hypothesis. Therefore, it may be inferred that there is no significant association between apps preferred and security.

Suuggestions :

Based on the findings of this study on the growing popularity of mobile payment apps and COVID as a catalyst, it is recommended that mobile payment apps should focus on improving security measures to gain more trust from their users. In addition, there should be a reduction in transaction delays and technical errors to enhance the user experience. Apps should also implement a reminder system to help users maintain their bank balance and avoid overdraft fees. It is also important for mobile payment apps to improve their server reliability to ensure successful transactions. The use of offers and rewards should be promoted to attract more users, and refund policies should be made within a specified time frame. The efficiency of barcode detection should also be given priority. Lastly, mobile payment apps should be responsive to customer queries and grievances and address them promptly to ensure customer satisfaction. By implementing these recommendations, mobile payment apps can enhance their user experience, attract more customers, and grow their business.

Conclusion :

In conclusion, the study on mobile payment apps in Ernakulam city reveals that these apps are widely accepted and preferred by the majority of the customers, especially the youth. The convenience, speed, and ease of use offered by these apps have made them a popular choice for digital payments over cash transactions. Firstly, it highlights that mobile payment apps are widely accepted in the city, with Google Pay, PhonePe, and Paytm being the most preferred apps among the respondents. This indicates that consumers are increasingly comfortable with using mobile payment apps for their daily transactions. The study found

that the majority of the respondents were satisfied with the features of the mobile payment system. However, some problems were identified, such as server issues, transaction failures, and difficulties in using rewards and payment. These issues should be addressed by the mobile payment app providers to ensure a seamless and hassle-free experience for their customers. The study noted that security is a key concern for customers when using mobile payment apps. Therefore, app providers should take steps to improve the security of their platforms to build trust among users and ensure their financial information is secure. Finally, the study found that mobile payment apps were particularly useful during the Covid-19 pandemic, as they provided a contactless way to make payments and avoid physical contact. This suggests that mobile payment apps will continue to grow in popularity in the future. Overall, the conclusion highlights the importance of mobile payment apps as a convenient and efficient payment option for consumers, and suggests areas for improvement to ensure a better user experience.

References

- Sonal, A. (2021). Adoption and Payment of Mobile Payment System by Consumers and Merchants. *International Journal of Advanced Science and Technology*, 30(1), 309-319.
- Shivani. (2020). Growing Popularity of Payment Apps in India. *International Journal of Management Studies and Research*, 8(2), 39-44.
- Dr. C Vijay. (2019). Mobile wallet and its future in India. *International Journal of Recent Technology and Engineering*, 8(3), 3007-3011.
- Saviour, F. (2019). A Study on Customer Satisfaction of Mobile Wallet service provided by Paytm. *Journal of Commerce and Management Thought*, 10(4), 428-435.
- Compare Remit. (2022, February 28). Best Digital Payment Apps in India. Retrieved from <https://www.compareremit.com/money-transfer-guide/best-digital-payment-apps-in-india/>.
- Baker, M. (2018, May 18). The pros and cons of mobile payments. TechSpot. <https://www.techspot.com/news/74462-pros-cons-mobile-payments.html>

An Economic Analysis of Educated Unemployment In Kerala

NK Muneer¹, Dr. D Kumar², Dr. C P Shaheed Ramzan³

1. *Research Scholar Economics, Jamal Muhammed College(Autonomous) Tiruchirappally, Affiliated to Bharathidasan University.*
2. *Associate Professor and Research Supervisor; Post Graduate & Research Department of Economics, Jamal Muhammed College (Autonomous) Tiruchirappally.*
3. *Associate Professor, PG & Research Department of Economics, Government Arts and Science College, Kozhikode (Co- Guide).*

Abstract

Kerala economy faces unemployment among educated youths. The rate of unemployment in Kerala among male and female is generally more than national average. Unemployment among educated (Secondary and above) and high rate of unemployment among female are the two important features of unemployment in Kerala. Under employment in the state is related to unemployment. Kerala ranks first in literacy rate and enrolment of children in schools. Universal education in the state has been attracted international attention. But Kerala cannot utilize educated human resources. High population growth in earlier periods, backwardness in industry, stagnation in agriculture, outdated educational system, preference of youths towards white collar jobs the reasons for high unemployment in the state.

Keywords : Unemployment, Educated unemployment, Under employment, Worker - population ratio, Daily status Unemployment, weekly status Unemployment.

Introduction :

Education is considered as one of the sources of human resource development. It is also considered as a component of social infrastructure. The high rate of unemployment among educated (Educated Unemployment) in Kerala is an important hurdle in the way of maintaining achievements of the state in social development. It also leads to social issues in society. It is the denial of an individual's opportunities for participating in economic activities and contributing to the economic development of the country. More than one-fourth of the rural educated and one-fifth of the urban educated are unemployed. Unemployment among educated female is also very high in the state.

As per the "Kerala Economic Review 2019", the rate of unemployment in the state is 12.5 per cent which is more than three times of national average. Unemployment among educated youths mostly among female leads to wastage of human resources and money for educating them. Migration of youths to Western developed nations and permanent settlement due to lack of employment opportunities lead to social and economic issues.

Profile of Study Area : Kerala State :

Kerala state with a total of 3886 Square Kilometres, which is 1.18 percent of total land area of India. It was formed on 1st November 1956 as a result of reorganisation of Indian states on the linguistic basis. There are 14 districts in Kerala. As per census report of 2011 total population of the state was “33,406,061” comprising 16,027,412 male and 17,378,649 female, which is 2.76 percent of total population of India.. The density of population was 859 persons per kilometre square. The growth of population was 4.91 percent during 2001 to 2011. The sex ratio was 1084 and literacy rate was 94 per cent in the state. Tamil Nadu and Karnataka are the neighbouring states of Kerala.

The State Gross Domestic Product (SGDP) of Kerala was Rs.9.7lakhs crore and SGDP per capita was Rs 225,484 in 2019-20. The SGDP growth rate was 11.6 % in 2018-19. Kerala ranks 13th in SGDP among Indian states and 6th in SGDP per capita. Kerala contributes nearly 4 percent to the GDP of India. Contributions of primary sector ,Industrial sector and service sectors were 11 %, 25 % and 64% respectively to the SGDP of the state in 2018-19.

Statement of Problem :

Unemployment among educated youths is an important issue in Kerala. Unemployment rate in Kerala is more than three times of all India level.. A lot of social and economic reasons behind this high rate of unemployment. High rate of educated unemployment has resulted in some social and economic issues in the state. The present study has been titled as “An Economic Analysis of Educated Unemployment in Kerala”.

Objectives of Study :

- To analyse the problem of unemployment in Kerala.
- To understand trends and extend of educated unemployment in Kerala.

Literature Review :

Eapen Mridul (1979) studied the problem of unemployment in Kerala. She related unemployment to the changes in trends of employment and real output. She suggested migration to industrialised urban areas to solve the problem of unemployment.

Chandan Mukherjee and T M Thomas Isaac (1991) conducted a comprehensive study on educated unemployment in Kerala on the basis of a survey of 4000 educated unemployed who were registered in employment exchanges in the state. The major findings of the study (a) As a result of higher job “expectation”, the educated persons were not ready to engage in traditional manual occupations. (b) There was a tendency of increasing stock of educated job seekers because of prolonged waiting for white collar jobs. (c) A lot of unemployed were compelled to seek employment in informal sectors with low wages and no job security. (d) There were gender differences in job expectation, waiting period, and employment persistence among educated unemployed.

Gopinathan Nair N (1995) conducted a study on “employment, unemployment and underemployment in Kerala”. According to him opening of arts & science colleges, private ITIs and preference for salaried employment are the reasons for educated unemployment in the state.

Mathew E T (1997) conducted a study job preference of Kerala youths and concluded that most of them prefer salaried Government jobs to self employment. So more emphasis was given to arts and science courses instead of technical and vocational courses.

Varghese N V (1996) published an article “Employment of the Educated in India and higher education”. In this article he analysed the paradoxical situation in India that high demand for higher education even when employment opportunities of university graduates are declining.

Alice Sebastian & Navaneethem K (2014) conducted a study on women’s education and employment in Kerala. According to them Kerala’s economic growth and women education are higher than national level female work participation rate is low in Kerala. The study is an attempt to establish relationship between women education and employment.

Shelly M K (2015) investigated into the economic activities of engineering graduates and diploma holders in Kerala and concluded that most of them employed in permanent basis. There are four kinds jobs engaged by them such as regular salaries, self employed, contract basis and apprenticeship training.

Methodology of the Study :

Secondary data are used to conduct the study. They were collected from sources such as Census reports of various years, reports of NSSO and Employment Exchanges. Annual Employment-Unemployment surveys, Economic Surveys of central government, Economic Reviews of Kerala government and various journals are also used for collecting secondary data.

Unemployment in India :

In India, unemployment was a subject of concern in 1950 itself. At the earlier periods of economic development it was assumed that economic growth and progress in production sectors would control unemployment. But as opined by Papola ,economic growth was slower (3.5 %)than growth in the number of labour force. It was estimated that the number of unemployed increased from 5 million to 10 million during 1956-1972. The Planning Commission of India estimated the “Current Weekly Status of Employment” which was 301.7 million and number of labour force was 319 million and the total number of unemployed was 17 million on April 1992.As per estimates of Planning Commission there were around 23 million job seekers including underemployed in April 1992 in India.

There was an increase in unemployment rate both among male and female during 1972-73 to 1993-94. The male unemployment rate in Usual principal status increased from 1.2 % in 1972-73 to 4.1 % in 1993-94, Current Weekly Status from 3.0 % to 5.2 % and Current Daily Status shows a declining trend from 6.8 % to 6.7 %. The unemployment rate among women in Usual Principal Status increased from 0.5 % in 1972-73 to 6.1 % in 1993-94.

Rate of unemployment among male in rural areas has increased from 1.2 % in 1972-73 to 5.8 % in 2017-18 as per UPSS approach. During the same period it increased from 3.0 % to 8.8 % as per CWS approach. The same tendency also happened among rural female during the period. The unemployment rate (UPSS) increased from 0.5 % to 3.8 % and from 5.5 % to 7.7 % (CWS). Unemployment in urban area also increased during the period of 1972-73 to 2017-18. It was 4.8% in 1972-73 and increased to 7.1 % in 2017-18 (UPSS).

Unemployment in India ; Current Scenario :

There are different estimates regarding unemployment in India. As per the estimation of “Ministry of Labour Department number of unemployed persons in India was 31 million in 2018 September. According to the estimates of International Labour Organisation the rate of

unemployment in India was 3.6 % in 2017 and 3.8 % in 2018. According to Centre for Monitoring Indian Economy, 11 million jobs lost in 2018 and the rate of unemployment increased sharply from 6.6 % in November 2017 to 7.4 % in December 2018. As per the “Vth Employment-Unemployment Survey”, conducted by Ministry of Labour and Employment, Labour force Participation rate (LFPR) under Usual Principle Status Approach was 50.30 per cent, Worker Population Ratio (WPR) was 47.80 per cent including 27.70 Per cent. According to Periodic Labour Force Survey (PLFS) of National Sample Survey Organisation the rate of unemployment in India was 6.1 during 2017-18, which is the highest rate since 1972-73. The unemployment rate in India was estimated as 7.8 % in February 2020. In rural areas the rate was 7.4 % and 8.7 % in urban areas. According to Economic Survey 2022-23 the unemployment rate declined from 5.8 percent in 2018-19 to 4.2 percent in 2020-21 and unemployment in urban areas declined 8.3 percent in 2019 (July- September) to 7.2 percent in 2022 (July to September).

Unemployment in Kerala :

Unemployment is a major economic problems in Kerala economy. It is high both in urban areas and rural areas. As per estimates revealed by “The Annual Employment & Unemployment Survey (2019)” conducted by the “Ministry of Labour And Employment”, the rate of unemployment in Kerala was 12.5 % while the national average was 5 %. The Economic Review (2019) published by Kerala Planning Board stressed the problem of unemployment in the state. There are 37.71 lakh registered unemployed educated youths in Kerala. The unemployment rate in Kerala increased from 9 percent in 2018 -19 to 10 percent in 2019-20. According to the live register of employment exchange in Kerala total number of job seekers increased to 38.3 lakh by August 2021 from 34.9 lakh in December 2015. It reveals that only 6.4 percent have qualified below SSLC. The unemployment rate among educated was 16.7 percent in the state.

Trends in Unemployment of Kerala :

The systematic unemployment survey was conducted in 1958-59 as a part of NSSO's 14th survey on employment and unemployment. As per the NSSO's Survey in 1958-59th rural unemployment was 3.6 % and urban unemployment was 2.2 %. In 1960-61 NSSO conducted 16th survey on unemployment and estimated the rate of unemployment as 3.2 % and 2.4 % in rural and urban areas respectively. In 1965-66 the Bureau of Economics and Statistics (Department of Economics & Statistics) estimated total number of unemployed in Kerala as 5.47 lakhs which was 9 % of total labour force. This survey concluded three features of unemployment such as unemployment among women was more than men, unemployment among urban youths was very chronic and educated unemployment had emerged as an economic problem in the state.

As per the study conducted by “Department of Economics Statistics and (DES)” in 1980, there were 14 lakh unemployed persons in the state constituting 18 % of the total labour force in the state. The study identified Thiruvananthapuram, Kollam, Alappuzha and Ernakulam districts accounted 51 % of total unemployed in the state. As per the 5th Annual Employment –Unemployment Survey (2015-16) the unemployment rate in Kerala was 12.5 % against the national average of 5%.

Education System in Kerala :

Kerala is giving more importance to education, which is evident from the fact that the state is ranked first in literacy among Indian states in the country. Before the arrival of British there were only the 'Sabha Mathams' which concentrated on Vedic knowledge. The western modern education started to spread by the activities of Christian missionaries. The local rulers also promoted modern education especially the Travancore Royal Family. To provide English education Travancore Royal family started Raja's Free school in 1834. There were 33 Vernacular schools in Cochin in 1818. The contributions of social reformers and organisations also helped for the widespread of modern education in Kerala. One of the main reasons for the social development and human development index of Kerala is education.

School Education in Kerala :

Public sector and private sectors have vital role in educational progress of Kerala. There are both private and public education institutions in the state. Schools are affiliated with the Kerala State Education Board, Central Board of Secondary Education and Indian Certificate of Secondary Education. As per the Kerala Economic Review 2019, there are 4695 government schools, 7216 aided schools and 1050 private unaided schools which are following Kerala syllabus in the state. Besides these schools there are schools which are following CBSC syllabus (1288), ICSC (106), Kendriya Vidyalaya (36) and Jawahar Navodaya (14) in the state. Kerala State Literacy Mission is conducting equivalency courses up to Higher Secondary level.

Higher Education in Kerala :

Normally Higher Education means education after 12th standard. It is controlled by universities. There are 14 state universities and one central university in Kerala. Technical University are offering specialised courses in specialised subjects. Central University of Kasargod, the National University of Advanced Legal Studies, IIT Palakkad, IIM Kozhikode and NIT Kozhikode are also functioning in the state.

There are total 229 Arts and Science colleges in Kerala, which includes 163 private aided colleges and 66 government colleges. There are 405 Self Financing Arts & Science colleges in the state. The total number of students enrolled in various arts and science colleges in Degree in 2019-19 is 3.28 lakh out of this 68 % are girls. 41059 students were admitted in PG courses in 2018-19 out of which 66.2 % was girls. Directorate of Technical Education controls technical education in Kerala. There are 9 Government Engineering colleges, 3 Aided Engineering colleges and 167 Un-aided Engineering colleges in the state. The total number of sanctioned intake in engineering colleges were 51764 seats in B.Tech courses and 1968 in M.Tech courses in 2018-19. There are 45 Government Polytechnic colleges, 7 private aided Polytechnic colleges in the state. The total intake of students in polytechnic colleges are 12066 in 2019-20. Thirty nine Government Technical High Schools are also functioning in the state. Directorate of Medical Education controls medical education in Kerala. There are 11 government and 22 Un-aided medical colleges dealing with Modern Medicine, 3 government, 2 aided and 12 Un-aided medical colleges in Ayurvedic Medicine, 6 Homeopathic Medical Colleges and 26 dental colleges in 2018-19 in Kerala.

Educated Unemployment in Kerala :

Educated unemployment is the situation when a large number of educated people are

unemployed or unable to get a job. In other words educated unemployment happens when there are too many educated people and the existing economy cannot able to provide them jobs. Lack of employment opportunities is the most important reason of educated unemployment. As a result of educated unemployment Kerala cannot reap the full benefit of it's educational development.

In 1987 “Directorate of Economics and Statistics” conducted a Survey on Employment in Kerala .The important finding of the survey was that educated unemployed accounts 29 % of total unemployed. The rate of unemployment was the highest among SSLC qualified hands(54.5 %) followed by technical certificate holders 52 %,graduates 39.6 % and post – graduates 27.8 %.

Another important source of educated unemployment is Employment Exchange Statistics. The total number of job seekers had increased from 1.5lakhs in 1965 to 29.51lakhs 1987.Out of the total job seekers ,55 per cent was with educational qualification of SSLC and above. There has been a steady growth in all types of job seekers between 1970 and 1987. According to “Employment Directorate”, 43.28 lakhs of job seekers were there in the Live Register of Employment Exchange as on 30th June 2010.It is important to note that the registered number of professional and technical work seekers decreased from 1.65lakhs in 2009 to 1.61 lakhs in 2010.There were 37.28lakhs job seekers who posses SSLC and above. The total number of job seekers with Higher Secondary Course declined from 7.07 lakhs in 2009 to7.07 in 2010. While the number of registered graduates increased from 2.39 lakhs to 2.46 lakhs, the number of post-graduates decreased from 0.53 lakhs in 2009 to 0.44 lakhs in 2010. As per the records of Directorate of Employment,Government of Kerala there are total 3745518 registered job seekers in Kerala as on 31 July 2019. Out of them 1375482 are male and 2370036 are female. It is noted 91.5 % of total job seekers are with the educational qualification SSLC and above. Following table reveals details of job seekers in different Employment Exchanges of Kerala from 2015 to 2019.

Table No:10.1 Distribution of Work –Seekers in Kerala by Education Level

YEAR (at the end of Dece- mber)	Illiterate		Below SSLC		SSLC		Higher Secondary		Degree		Post Graduate		Total Work-seekers		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
2015	208	697	179199	220448	871936	1310509	277949	340741	83398	144347	15606	42761	1434319	2059503	3493822
2016	186	1005	155669	212936	807958	1342402	275220	438767	89421	186529	16002	37055	1340704	2218694	3559398
2017	239	552	143835	205915	744758	1290111	288890	468306	85669	200063	16695	44119	1293699	2209066	3502765
2018	194	606	128461	192597	744083	1236770	299645	542628	99282	227443	19567	63540	1297512	2263584	3561096
2019 (31/7/19)	369	486	120435	187211	788957	1307929	330457	576260	105462	224053	20523	74094	1375482	23750036	3745518

Source: Directorate of Employment, Govt of Kerala

Unemployment among professional and technical degree holders are very high in Kerala. According to Directorate of Employment ,Government of Kerala, there are 8588 Medical graduates, 44638 Engineering graduates,79505 Diploma holders in engineering, 97560 ITI certificate holders, 1620 Agricultural graduates,545 Veterinary graduates and 88144 others registered as job seekers as on 31 July 2019. The table (No:10.2) reveals the number of professional and technical job seekers in Kerala from 2015 to 2019.

Table No: 10.2 Number of Professionals & Technical Work in Kerala Seekers From 2015-19

Year	Medical Graduates	Engg Graduates	Diploma Engg:	ITI	Agriculture Graduates	Veterinary Graduates	Total
1	2	3	4	5	6	7	8
2015	3497	23984	46061	87727	915	557	162741
2016	3369	30719	51080	88682	1182	609	175641
2017	4185	40436	52421	92003	1572	305	190922
2018	6710	42772	60162	93833	1309	486	205272
2019(31/07)	8588	44638	79505	97560	1620	545	232456

Source : Directorate of Employment, Govt of Kerala.

Conclusion :

Unemployment is one of the important economic problems faced by India especially Kerala state. The rate of unemployment among educated is very high in Kerala. Due to the swelling unemployment of the educated the state cannot reap the full social and economic benefits of the educational achievements. Wide spread of educational opportunities and inappropriate educational system followed by Kerala resulted in unemployment and underemployment among educated youths. It is argued that government should invest in productive activities to create more employment opportunities. More job oriented courses and vocational courses should be started in the state. Migration of unemployed to other countries should be encouraged.

Reference:

1. Alice Sabastian& Navaneetham K(2014) Gender ,Education and Work: Determinants of Women's Employment in Kerala, CDS, Thiruvananthapuram.
2. Bairagya Indrajit (2018), Why is Unemployment Higher Among The Educated? Economic and Political Weekly.
3. Bureau of Economics and Statistics ,Reports (Various years).
4. Chandan Mukherjee and Thomas Isaac(1991) Study of Educated Unemployment in Kerala: Report of Sample Survey of Registrants of Employment Exchanges, CDS, Thiruvananthapuram.

5. Datla B The Economics of Industrialisation.
6. Eapen, Mridul (1976), Education and Employment in India, Minerva Publishers, Calcutta.
7. Employment Exchange Data (Various Years).
8. Employment& Unemployment Survey (Various Years), Labour Bureau ,Ministry of Labour.
9. Gopinadhan Nair (2006) Immigration ,Patterns and Policies ,Kerala Calling Thiruvananthapuram.
10. Kerala Economic Review(Various years), Kerala Planning Board, Government of Kerala.

Challenges Faced By Nurses in India : Impact on the Healthcare System

J. Sheeba¹, Dr. T. Helan²

1. Research Scholar, Manonmanium Sundaranar University, Tirunelveli
2. Research Advisor & Assistant professor of Department of Management Studies, Manonmanium Sundaranar University, Tirunelveli

Abstract

Nursing is a vital part of the healthcare industry, providing care to patients and taking on leadership roles in hospitals, health systems, and other organizations. Despite the effects of urbanization and globalization, India's healthcare system continues to face major changes. Nurses are essential for creating a better task force and providing better quality care for all. However, nurses in the current healthcare system often face various challenges at the organizational, state, and national levels. It is important to recognize and understand these challenges in order to find solutions to mitigate them. A recent report by the Indian Journal of Nursing and Practice (2020) revealed that nurses in India face a number of challenges that have a significant impact on the healthcare system. These challenges include: inadequate staffing, lack of training and support, poor working conditions, low salaries, and lack of recognition. Furthermore, there is a lack of nursing research and a lack of access to technology. This has led to a decrease in the quality of nursing care, a decrease in patient satisfaction, and an increase in healthcare costs. Additionally, the report found that nurses often face discrimination, harassment, and violence, which further contributes to the challenges they face. These challenges have a serious impact on the healthcare system and the overall quality of care that nurses provide. This can help to ensure that everyone, everywhere has access to a skilled, motivated, and supportive nursing care within a robust healthcare system. Nurses are crucial in advancing public health. The goal of health promotion by nurses has traditionally been to prevent sickness and alter people's attitudes towards their health.

Keywords : Challenges, nurses and Healthcare system

Introduction :

Nursing creates a bond of care and affection in human society. Nursing is a calling to care that provides an oasis of heartfelt stories as well as a pool of challenges. Nursing practise has developed in scope. and was expanded to include settings other than hospitals. Nurses deal with the most valuable resource in the world: human life. Nurses play an important role in the healthcare industry, providing patient care as well as leadership roles in hospitals, health systems, and other organisations. Although the nursing profession can be very rewarding,

it is also very challenging and requires a great deal of dedication and commitment. Nurses must focus not only on the needs of patients, but also on the management of the health-care system. This frequently causes unfortunate complications, regardless of how hard the nurse works to provide patient care. They serve as patient care coordinators and custodians. This requires a variety of managerial skills in addition to technical abilities.

India's health system is undergoing a radical transformation, with , unmet health goals. According to a recent report by the Indian Council of Medical Research (ICMR), the nurse to patient ratio across India is 1:14, far lower than the World Health Organization's recommended ratio of 1:4. This has led to an overburdened nursing workforce who struggle to provide quality patient care. Nursing is a highly demanding job, yet nurses in India are paid much less than their counterparts in other countries. Furthermore, they are often faced with inadequate working conditions, with long hours and low pay leading to burnout and dissatisfaction. Nurses facilitate collaboration with other health care providers, such as doctors, paramedics and other support personnel. Nurses face , daunting challenges in the workplace, , of which undermine the effectiveness of quality patient care, giving the healthcare environment a sick reputation. Despite this, these challenges are likely to be the main motivators of nurses leaving the profession, fewer students choosing nursing careers, increasing staff shortages. They move to another , countries for better pay, working conditions and respect.

The Struggles Experienced by Nurses in the Workplace

Nurses often face a variety of challenges in the workplace, including workloads, staffing shortages, inadequate equipment and resources, and difficult work environments.

Workloads or longer working hours

Nursing in India is a demanding profession and nurses in India are under a great deal of pressure. Nurses in India must work long hours and often take on a variety of tasks. They are expected to provide care in a variety of settings, such as hospitals, clinics, and nursing homes, and often have to deal with a great deal of paperwork in addition to patient care. In addition, nurses in India are often responsible for managing patient records, scheduling appointments, and coordinating with other medical staff. The workload of nurses in India is often heavy, and nurses must be prepared to work long hours and take on a wide range of tasks. The long working hours and double shifts can have a negative effect on the health of the nurses. The nurses are often fatigued, which can lead to decreased attention to detail and a decrease in the quality of care they are able to provide. Additionally, the nurses may be more prone to making mistakes due to exhaustion. This can lead to more serious problems, such as misdiagnosis or medication errors. Additionally, nurses in India are often overworked, with long shifts and high patient load, which can lead to burnout and fatigue (Sharma et al., 2019). These problems are further compounded by a lack of training and education for nurses, inadequate salaries, and a lack of job security (Sharma et al., 2019).

Staffing Shortages :

Short staffing pattern in a health care unit refers to a situation where there are fewer staff members than required to handle the workload. Short staffing can also lead to an increase in stress for nurses, as they are not able to take breaks or have time for self-care. This can lead to burnout, which can further decrease the quality of care they are able to provide. Staffing shortages in the Indian health care system is an ongoing problem that has been well-documented

by researchers. According to a report by the Indian Council of Medical Research (ICMR), the Indian health care system is facing a severe shortage of medical personnel, with a vacancy rate of 40-50% for specialist doctors and 40-70% for nurses and paramedics. The report further noted that there is a wide regional disparity in the availability of health care personnel, with the most severe shortages occurring in rural and tribal areas. In addition, the report found that the shortage of medical personnel is compounded by the fact that many doctors, nurses and paramedics are often forced to work long hours, leading to burnout and fatigue. This in turn can lead to a decrease in the quality of care that patients receive. The ICMR report further suggested that the Indian government should take steps to address the staffing shortages in the health care system by increasing the number of medical personnel, improving their working conditions and providing better training and incentives. In addition, the report suggested that the government should focus on improving access to health care in rural and tribal areas, as well as strengthening the public health infrastructure. In order to ensure that nurses are able to provide quality care, it is important for health care units to ensure that there is adequate staffing. This will help to reduce the stress and fatigue of nurses and will help to ensure that they are able to provide the best possible care to their patients.

Inadequate Equipment And Resources :

Inadequate equipment and resources are a major problem for nurses in India. According to a study conducted by the Indian Institute of Health Management Research, “nurses in India face a wide range of problems related to infrastructure, equipment, supplies, and resources” (Nagpal et al., 2016, p. 5). This lack of resources limits nurses’ ability to provide quality care, leading to challenges in providing safe and effective patient care. Inadequate equipment and resources are a common challenge for nurses in India, as well as in many other countries. To address this, nurses can advocate for better equipment, resources, and funding from their employers, local governments, and other sources of funding. Additionally, nurses can work within their organizations to identify innovative solutions to make more efficient use of existing resources. This may include sharing resources between departments or reallocating resources to areas of greatest need. Additionally, nurses can take advantage of technology and online resources to access information and best practices regarding healthcare delivery, or take part in professional development opportunities to increase their knowledge and skills. Finally, nurses can participate in advocacy efforts to raise awareness of the importance of adequate resources in healthcare.

Difficult Work Environments :

Indian nurses face many challenging work environments. One of the most common is the lack of resources and infrastructure in the hospitals, which can lead to overcrowding and lack of staff. Nurses in India are among the lowest paid professions in the country. In spite of their hard work and commitment to the health care sector, they are not adequately compensated for their services. The nursing profession in India is largely unregulated, which means that nurses are vulnerable to exploitation. Job security is often low, and nurses may face difficulty in finding or maintaining employment. Indian nurses often face discrimination in the workplace due to their gender, religion, caste, or socio-economic status. This can lead to reduced opportunities for career advancement and recognition. As a result, nurses may be required to take on more responsibilities and work longer hours than their counterparts in other countries. Furthermore, nurses in India frequently face issues of gender discrimination, low salaries and

limited career opportunities (Chaturvedi, 2013; Kaur, 2017). This can lead to burnout and poor job satisfaction. Additionally, nurses in India are often expected to provide care to patients with infectious diseases, such as HIV/AIDS, without adequate safety measures and protection (Prakash & Chaturvedi, 2018). These work environments can be extremely difficult for nurses in India.

Solutions that alleviate challenges :

All the challenges listed are somehow related and interdependent. Its important to look into these problems and get to the core of these challenges to find solutions to them.

High patient-nurse ratio :

Hiring additional staff for a healthcare system can help reduce the challenges of nurses in a number of ways. Firstly, it can help to reduce the workload of nurses by allowing them to delegate some of their responsibilities to other members of staff. This can help to reduce stress levels and improve the quality of care provided to patients. Secondly, it can help to increase the availability of skills and resources in the healthcare system. By having more staff members on hand, nurses can access help when needed, enabling them to provide better care to their patients. Finally, additional staff can help to improve communication within the healthcare system, allowing for better coordination of care and more efficient use of resources.

Improve work environment and staff retention of hospitals :

Increase pay and benefits: Offering competitive wages, benefits, and other rewards is an effective way to increase staff satisfaction and retention.

Provide flexible scheduling: Offering flexible scheduling options and allowing employees to work remotely can help staff to better manage their personal and professional lives.

Create career development opportunities: Investing in the professional development of employees can help them to grow and progress in their careers. This can lead to increased job satisfaction, increased motivation, and greater loyalty to the organization.

Encourage collaboration: Creating an atmosphere of collaboration and cooperation can lead to a more positive work environment. Encouraging open communication and feedback can help to build a more supportive work environment.

Improve communication: Improving communication between staff and management is key to improving morale and job satisfaction. Regularly scheduled meetings, feedback sessions, and other communication channels can help to ensure that all staff members are kept in the loop.

Offer recognition and rewards: Recognizing the work of staff members and rewarding them for their efforts can help to increase morale and job satisfaction. This can be done through recognition programs, bonus programs, or other incentives.

Make the workplace safer: Ensuring that the workplace is safe for employees can be accomplished by conducting a thorough risk assessment. This should include assessing any potential hazards such as machinery, slippery floors, hazardous chemicals, etc., as well as creating safe operating procedures and ensuring that all safety equipment and access to emergency services are available and up-to-date. Additionally, creating a safety committee and providing ongoing safety trainings can help to ensure that employees are aware of how to

properly operate in the workplace without putting themselves at risk of injury.

Implement evidence-based protocols to improve outcomes of nurses :

Implement evidence-based practice protocols: Evidence-based practice protocols provide nurses with evidence-based information to help guide their decisions and improve the quality of care they provide. Examples of evidence-based protocols include protocols for pain management, wound care, infection prevention, and patient safety.

Implement an interprofessional team approach: Interprofessional teams are composed of members from different disciplines, such as physicians, nurses, and other healthcare professionals, who collaborate to provide patient-centered care. This approach allows for better communication and decision-making and can improve patient outcomes.

Incorporate patient education materials into practice: Providing patients with educational materials about their diagnosis and treatment can help them to better understand their condition and make informed decisions about their care.

Utilize clinical pathways and decision support tools: Clinical pathways are evidence-based protocols designed to guide the care of patients through their treatment. Decision support tools provide nurse practitioners with clinical information to help them make informed decisions

Implement telehealth services: Telehealth services allow nurses to provide care remotely to patients who may not be able to come into the office. This can improve access to care and reduce wait times.

Conclusion :

In conclusion, the challenges faced by nurses in India have a significant impact on the healthcare system. These challenges include a lack of healthcare staff and resources, inadequate salaries, and limited career progression opportunities. In order to ensure the highest quality of care for the population, it is essential that the government and healthcare organizations take steps to address these issues. This includes increasing the number of nurses, providing better pay and career progression options, and ensuring adequate resources are available. By addressing these issues, the healthcare system in India can be improved, allowing nurses to provide better care and ultimately, leading to better outcomes for patients.

References

1. Chaturvedi, M. (2013). Gender Inequality in Nursing: A Perspective from India. *International Journal Of Nursing Care*, 5(2), 78-83
2. Indian Council of Medical Research. (2018). National health resource centre: Human Resources for Health in India. Retrieved from <http://www.nhsrindia.org/important-documents/human-resource-for-health>
3. Kaur, M. (2017). Challenges faced by nurses in India. *International Journal Of Scientific Study*, 5(4), 411-416.
4. Nagpal, A., Rath, G. K., Singh, S., & Gupta, A. (2016). Challenges faced by nurses in India: A systematic review. *Indian Journal of Community Medicine*, 41(1), 4-11.
5. Prakash, G., & Chaturvedi, M. (2018). Occupational Hazards of Nursing Profession in India. *International Journal of Nursing Education*, 10(2), 14-20. doi:10.5958/0976-542X.2018.00083.3

6. Sharma, S., Khanna, S., & Singh, S. (2019). Understanding the challenges faced by nurses in India: A systematic review. *Indian Journal of Nursing and Midwifery*, 4(2)
7. Medical chivalry and team work. *American Journal of Nursing*. 1927;27(5):367
8. <https://www.osha.gov/Publications/OSHA3826.pdf>
9. <http://www.truthaboutnursing.org/faq/short-staffed.html>
10. <http://www.nursingworld.org/workenvironment>

Issues and Challenges of Women entrepreneurs : An Analysis

Rekha. S¹, Dr. Rajalingam. N²

1. *Part-time Research Scholar (Reg.No.19234011062008), Department of Business Administration, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli-627012, Tamilnadu, India*
2. *Professor, Department of Management Studies, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli-627012, Tamilnadu, India*

Abstract:

Now-a-days, women stood as the pillar of their families and they are sharing their family burden financially. Besides women were empowered in the exploit of business opportunities par with men and making significant contributions towards growth of our economy. To succeed in their entrepreneurial efforts, women entrepreneurs are struggling a lot and have been facing financial, socio-cultural, production, marketing and technological barriers. This study is mainly to find out the challenges and issues which are common among the women entrepreneurs in Thoothukudi district. The study is related with primary data collected from 113 women entrepreneurs using a questionnaire designed for the purpose. Factor analysis reduced the major variables relating to challenges of women entrepreneurs into nine key factors. The analyzed results expose that the women entrepreneurs are facing financial constraints in starting up and running their business enterprise. The result also reveals that cut throat competition found to be the key issue for women entrepreneurs. Married women could not able to spend more time in their business that limits their productivity as married women's primary obligation is looking after their family and children. Lack of entrepreneurial skills is found to be the key challenge facing among women entrepreneurs.

Keywords : *women entrepreneurs, challenges, cut throat competition, socio-cultural barriers, financial constraints.*

Introduction :

In India, according to the sixth economic census by the Ministry of Statistics and Programme Implementation, women entrepreneurs own over 8 million initiatives or about 14 percent of the aggregate units ("Women", 2018). Indian women are started to make new ideas

into the profitable capital and accomplish in various segments like agriculture, handicrafts, leather goods, and service sectors. Women are typically involved into the kinds of economic activities like running hotels and restaurants, grocery shops, event management, beauty care professionals, fashion designing, garments exporting, consultants, office decoration and a many (“MSME”,2021-22).

According to the MSME Annual Report 2020-21, women owned more than 20% registered MSME in our country. Prime Ministers Employment Generation Programme (PMEGP) provides subsidy to women entrepreneurs. Under this scheme 186370 women entrepreneurs are benefitted from the year 2008 to 2020. Around two lakh projects have been funded under PMEGP to women entrepreneurs. Under this Scheme, 80% of the total units set up are under rural areas and 20% are under urban areas. Khadi and Village Industries Commission (KVIC) is a statutory Association established with the objective of providing employment to women, youth and disabled persons in our society, with the role of promoting the production and trade of Khadi. Above 5 lakh people (80% women) are involved in the Khadi activity (“MSME Annual Report”, 2020-21).

Women Entrepreneurs–Indian Scenario Female entrepreneurs continue to face massive problems that hinder the growth of their businesses, such as lack of working capital, physical and social constraints, lack of time and lack of managerial skills (“World Bank Report”, 2020).

Mostly married women are expected to spend more time in handling their household and taking care of their children, work-life balance can become a challenge for women in running their business. To manage the business enterprise, it is essential for the entrepreneurs in getting a moral support from experienced mentors and role models, women find difficulties in receiving support from their family, friends and other business experts with respect to business decision making and moving ahead of business activities (“Sinha.DK”, n.d). Many women entrepreneurs were deeply impacted due to pandemic rather than their male counterparts. Their revenue generation in businesses were not to be sufficient enough in running their families, and as well as paying back to their business mortgages (“Global Entrepreneurship Monitor”, 2020).

Lack of sufficient finance, difficulty in work place and barriers of socio-cultural as the problems faced over the life of the businesses initiated by female entrepreneurs (“Banerjee, R., &Desai, A”,2021). Women entrepreneurs suffer due to insufficient fund, facing working capital and fixed capital shortages in running their business (“B, Gopan, D”,2020).

The Study For any nation, towards the growth of female entrepreneurship, it is essential to curb challenges in turn to boost women empowerment. Hence the researcher investigates the significant challenges and issues encountered by the women entrepreneurs in their business venture.

The structured questionnaire was designed by the researcher for the purpose to gather the primary data among women entrepreneurs located in Thoothukudi district and the responses have been collected through google form. The real practicing women entrepreneurs could not

be easily identified with the registering authorities and hence snowball sampling technique was used. The researcher has collected responses from 113 women entrepreneurs. The collected data were analyzed through SPSS software.

Factors concerning challenges of women entrepreneurs

For this study, 31 variables relating to the challenges for women entrepreneurs were formulated by the researcher from various earlier research findings. The women entrepreneurial problem statements were examined by the exploratory factor analysis with principal component analysis method then nine factors were extracted. The results so obtained have been given in the below table.

Table 1 : Rotated Component matrix for challenges of women entrepreneurs

Factors	Statements	Components								
		1	2	3	4	5	6	7	8	9
Lack of financial support	Lack of government support in getting training programmes	.916								
	More complex in getting subsidy, incentive	.909								
	Lack of government support in getting financial assistance	.901								
	Poor knowledge of government support schemes	.774								
	Difficulty in procuring loan	.650								
	Lack of collateral security	.519								
Lack of managerial skills	Lack of decision making skill		.823							
	Lack of control		.790							
	Lack of communication Skill		.757							
	Lack of proper planning		.671							
Raw materialproblems	Variations in raw materials prices			.930						
	Credit facilities in procuring raw material			.917						
	Non-availability of raw materials			.892						
Human resource problems	Non-cooperative attitude of employees				.954					
	Non-availability of skilled employees				.937					
	Lack of motivation to employees				.872					
Infrastructural Problems	Inadequate power supply					.770				
	Inadequate water supply					.725				
	Non-availability of land					.654				
	Inadequate space for work					.596				

Lack of entrepreneurial skills	Lack of leisure time						.729			
	Lack of risk bearing capacity						.694			
	Avoidance of economic risk						.670			
	Lack of social contacts						.496			
Personal problems	Lack of self confidence							.809		
	Lack of initiative							.714		
	Lack of education							.694		
Social barriers	Lack of appreciation in family								.862	
	Non-cooperative attitude of the family								.805	
Technological problems	Inadequate technology support for machinery									.719
	High cost of technology acquisition									.709

(Extraction Method: Principal Component Analysis)

Factor 1, lack of financial support includes variables namely lack of government support in getting training programmes, more complex in getting subsidy, incentive ;lack of government support in getting financial assistance; poor knowledge of government support schemes; difficulty in procuring loan; and lack of collateral security.

Factor 2, lack of managerial skills includes lack of decision making skill;lack of control; lack of communication skill; and lack of proper planning.

Factor 3,raw material problems includes variations in raw materials prices; credit facilities in procuring raw material; and non-availability of raw-materials.

Factor 4, human resource problems includes non-cooperative attitude of employees; non-availability of skilled employees; and lack of motivation to employees.

Factor 5,infrastructural problems includes inadequate power supply; inadequate water supply; non-availability of land; and inadequate space for work.

Factor 6, lack of entrepreneurial skills includes lack of leisure time; lack of risk bearing capacity; avoidance of economic risk and lack of social contacts.

Factor 7, personal problems includes lack of self-confidence; lack of initiative and lack of education.

Factor 8,social barriers incudes lack of appreciation in family; and non-cooperative attitude of the family.

Factor 9, technological problems includes inadequate technology support for machinery; and high cost of technology acquisition.

Important factors of women entrepreneurs' challenges

The table 2 depicts the weighted average of the factors and shows the most influencing challenges for women entrepreneurs in Thoothukudi district.

Table 2 : Important factors of women entrepreneurs' challenges

Factors	Weighted average	Rank
Lack of financial support	3.42	1
Lack of entrepreneurial skills	3.35	2
Raw material problems	2.92	3
Technological problems	2.82	4
Social barriers	2.73	5
Lack of managerial skills	2.49	6
Personal problems	2.49	6
Human resource problems	2.48	8
Infrastructural problems	2.0	9

It is observed from table 2, that the lack of financial support scored highest weighted mean (3.42) and ranked first showing that raising finance is the most significant challenge confronted by the respondents; lack of entrepreneurial skills scored weighted mean (3.35) and ranked second; raw material problems scored weighted mean (2.92) and ranked third; technological problems scored weighted mean (2.82) and ranked fourth; Social barriers scored weighted mean(2.73) and ranked fifth; lack of managerial skills and personal problems scored weighted mean(2.49) and ranked sixth; human resource problems scored weighted mean(2.48) and ranked eighth; and Infrastructural problems which ranked ninth and scored the least weighted mean (2.0), indicating that it is the least significant challenge confronted by women entrepreneurs with stated variables.

Opinion of Women Entrepreneurs :

The women suffer due to the various difficulties confronted in their self-employment. Here the researcher explained most of the issues that are encountered by the women entrepreneurs given in below table.

Table 3: Opinion towards the issues faced in running their enterprise

S.No	Issues faced	Frequency*	Percentage%
1	Work-life balance and Personal problems	74	65.5
2	Human resource issues	21	18.6
3	Male dominance	29	25.6
4	Finance	89	78.8
5	Family	56	49.6

6	Cut throat competition	93	82.3
7	Government formalities	58	51.3
8	Social image	15	13.3
9	Customer retaining	31	27.4
10	Production and marketing	18	15.9
11	Limited mobility	30	26.5
12	Social contacts	17	15

(* Number of the respondents: 113)

From table 3, it is inferred that 82.3 % of the respondents suffer due to cut throat competition followed by 78.8% of the respondents with finance issues;65.5% of the respondents with work-life balance and personal problems; 51.3% of the respondents with government formalities; 49.6% of the respondents with family issues; 27.4 % of the respondents with customers retaining;26.5 % of the respondents with limited mobility issue; 25.6% of the respondents with male dominance issue ;18.6 % of the respondents with human resource issues;15.9% of the respondents with production and marketing issues;15% of the respondents suffer due to lack of social contacts and 13.3% of the respondents with social image as the issues faced in running their business.

Conclusion :

Women entrepreneurs are very passionate to do the business as an occupation. The researcher has attempted to explore the main factors of challenging variables among women entrepreneurs and examined as deficiency in receiving both financial and technical assistance in running their business venture due to unaware of existing monetary assistance (incentives, loans, and schemes)found to be the major challenge of women entrepreneurs. Women entrepreneurs also find much difficulties to dedicate their time in business due to family commitments. This study reveals that the work-life balance and their personal problems found to be the obstacles in their occupation. Moreover, they have the limitation of risk bearing capacity which hinders the growth of their role as entrepreneurs. It has also been found that the majority of the women entrepreneurs suffer due to cut throat competition issues in their business markets.

Recommendations :

Women entrepreneurs can utilize the opportunity of improving their entrepreneurial skills, risk-taking ability, level of self-confidence, achievement motivation by attending various training and development programs organized by MSME organizations, SIDCO and non-governmental organization with respect to satisfy the needs of women entrepreneurs who possess inadequate education and technical skills. The government could support the female entrepreneurs monetarily in the form of soft loans and other measures(Dickson, RK., 2021).

References

- B, Gopan, D. (2020).An Economic analysis of women entrepreneurs with special reference to MSME's in Cochin Corporation, *CLIO, An Annual Interdisciplinary Journal of History*,

6(1), 184-195

- Banerjee, R., & Desai, A. (2021), A Study of Competencies and Challenges of Indian Women Entrepreneurs, *Economic Studies (IkonomicheskiiIzsledvania)*, 30 (4), 105-130
- Dickson, R.K. (2021), An Empirical Study of Female Entrepreneurship and Economic Vitality in Bayelsa State, Nigeria, *IOSR Journal of Economics and Finance*, 12(4), 10-16
- Female Entrepreneurship Resource Point - Introduction and Module 1: Why Gender Matters. URL: <https://www.worldbank.org/en/topic/gender/publication/female-entrepreneurship-resource-point-introduction-and-module-1-why-gender-matters> view on 2022.01.21
- GEM - INDIA Reports.(2021), Global Entrepreneurship Monitor India Report 2020/21, A National study on Entrepreneurship, available at: https://gemindiaconsortium.org/reports/GEM_INDIA_REPORT_2020-21.pdf, view on 2022-01-20
- MSME Annual Report 2020-21, Activities targeted at welfare of women, <https://msme.gov.in/sites/default/files/MSME-ANNUAL-REPORT-ENGLISH%202020-21.pdf>, view on 2022.02.24
- MSME and Business Entrepreneurship (2021-22), Retrieved from the website: <https://ncert.nic.in/textbook/pdf/kebs109.pdf>, view on 2022.3.25
- Sinha, D.K., 8 Problems faced by Women Entrepreneurs in India-Explained! URL: <https://www.yourarticlelibrary.com/entrepreneurship/8-problems-faced-by-women-entrepreneurs-in-india-explained/41097>, view on 2022-02-24
- Women constitute around 14% of total entrepreneurship in country (2018), URL: https://www.businessstandard.com/article/news-cm/women-constitute-around-14-of-total-entrepreneurship-in-country-118071600642_1.html view on 2022.02.24

Can Concentrated Ownership in Banks Increase Their Efficiency?

Aman Pushp

*Phd Scholar, Symbiosis Institute of Business Management
Symbiosis International University, Pune*

Abstract

The purpose of this study is to empirically examine the link between ownership concentration (Promoters and Institution Investors) and the efficiency of Indian banks. We have tried to have an in-depth understanding of this relationship with the help of moderation by banks competition. We have used a panel data sample of 24 Indian banks from 2010 to 2022, regression analyses are performed to examine the effects of the promoters and institution investors on Indian bank performance. The findings imply that the ownership of the promoter is 49% concentrated and that institutional ownership is the ultimate owner of 30% of banks' shares. The outcome emphasizes how ownership concentration and bank efficiency are non-correlated. Also, competition in banks does not affect the relationship between the bank's efficiency and ownership concentration. It can be a result of careful regulations of the government and RBI as well as the bank management's careful management of operations. This study has shed new light on bank efficiency and corporate governance in banking institutions. Findings gave bank management, investors, and policymakers helpful information.

Key Words: Ownership Concentration, promoter, institution investors, Lerner's Index, Competition, DEA, Efficiency

1. Introduction

Because it serves as the cornerstone for the stability and efficient operation of the financial and banking systems, banking efficiency is a crucial problem for policymakers and decision-makers. A fragile financial system and economy are intimately correlated with poor bank performance. The ownership concentration of promoters or institutional investors of banks may have an impact on their efficiency. India's opening of its banking industry and financial system has resulted in a number of structural changes (Gupta et al., 2022; Shawtari, 2018).

The classic dilemma presented by Berle and Means (1991) is how can a company maximize firm value and be more effective? has become more pressing as the division between ownership and management has become more obvious. For industrialized economies like those in Europe and the United States, where sophisticated ownership arrangements, cutting-edge capital markets, and severe inter-firm competition all contribute to effective management discipline,

this issue is nevertheless crucial. For developing emerging markets, the query is much more important(Iwasaki et al., 2022).

Due to financial globalization, institutional investors' ownership of shares has increased significantly in recent years (Sakawa and Watanabel, 2020). The majority of institutional shareholders are blocking shareholders with the authority to oversee and keep an eye on the businesses in which they are invested. They effectively oversee a company's operations since they have a financial stake in those businesses (Pound, 1988). Nevertheless, the dominant stockholders might abuse their position for their own benefit, which could exacerbate agency issues(Iannotta et al., 2007). Consequently, a thorough investigation of the effect of institutional investors on the effectiveness of Indian banks is required.

The current study offers information on the effect of ownership concentration on the efficiency of Indian commercial banks, filling a research gap and highlighting the significance of this subject. The majority of the literature on ownership concentration is from developed countries(Gupta et al., 2022; Demsetz& Lehn, 1985). There hasn't been much study on how ownership concentration affects developing countries. The data about Indian banks, however, still has certain gaps. Show via literature that this is still a problem that has to be handled. Indian banks are regarded as out-of-sample evidence due to differences in market structure and ownership structure, leading us to examine the impact of ownership concentration on the efficiency of Indian banks.

Using information from 24 banks in the Indian banking sector, we investigate these concerns. We use the readily accessible panel data for banks operating in the Indian banking sector from 2010 to 22 to estimate random-effect panel regressions on different metrics of ownership concentration. This study adds to the body of currently held information. This study filled this gap by investigating the impact of promoter and institutional ownership concentration on the business performance of listed companies in India. The results of such an investigation are crucial for determining ownership concentration and how it affects efficiency.

Following is a summary of this paper. The review of the literature and theoretical framework is presented in Section 2. Section 3 summarizes data sources, variables, duration, and methodology. The empirical results are presented in Section 4. Section 5 consists of the discussion and conclusion.

2. Review of Literature and Theoretical Framework

The degree of ownership concentration can be characterized as a firm's ownership structure. Firms might differ depending on how evenly distributed their ownership is. The theoretical literature has written extensively about the importance of a firm's ownership structure. Bearle and Means (1991) note that the separation of ownership and control may result in a conflict of interests between owners and managers with regard to ownership concentration(Iannotta et al., 2007; Triyonowati et al., 2023).

2.1 Efficiency and DEA

Traditional performance indicators are insufficient for determining how well banks are performing, the contemporary means is to measure efficiency. Efficiency is defined as the indicator of a company's capacity to produce the desired output(s) with the least quantity of

input resources. Efficiency simply refers to a company's operational effectiveness in its industry, which shows how resources are used and how best to distribute them. Researchers have recently looked at the factors that affect efficiency from many angles. Data envelopment analysis (DEA), a non-parametric method, is used to gauge efficiency. The decision-making unit (DMU) is the business for which efficiency is measured. DEA is used to assess the overall effectiveness of these DMUs, which may be for-profit or non-profit organizations (Sharma & Rastogi, 2021).

There are two methods to measure efficiency. The constant return to a scale model (CCR model), which uses a limited sample size, makes the assumption that efficiency may be quantified using two models with equivalent efficiencies: input minimization and output maximization. The variable returns to scale (VRS) model, which is appropriate for higher sample numbers, can be used as an alternative premise. The BCC model is another name for this one. Pure technical and scale efficiencies were quantified by VRS to assess overall effectiveness under the CCR assumption. DEA is non-parametric, and it establishes the best-fit model specification (Bhimavarapu & Rastogi, 2021; Rastogi & Kanoujiya, 2022; Sharma & Rastogi, 2021; Singh & Rastogi, 2023).

2.2 Agency Theory

The agency theory, which established that dispersed ownership causes a transfer in corporate power from shareholders (owners) to executives in listed organisations, serves as the theoretical underpinning for this study. Such a division between control and ownership, according to Jensen and Meckling (1976), would result in agency conflict and provide agents (managers) more incentives to act in a way that benefits them at the expense of the principals (shareholders). Since agency conflict disappears when CEOs and stockholders are the same persons, studies demonstrate that matching the incentives of the executive and investors has a good impact on corporate performance. According to agency theory, corporate performance is enhanced by ownership concentration, and large shareholders can provide organizations with the ability to monitor and regulate management (Ben Slama Zouari & Boulila Taktak, 2014; Kanoujiya et al., 2022a).

When we study this theory in case of developing nations like India. It was argued by that ownership concentration is stronger in developing countries when property rights are not lawfully protected. Due to their power over their ownership and the rights and risks that go along with it, stockholders may play a significant role. However, when ownership is dispersed, they suffer because of a lack of shareholder monitoring brought on by the "free-rider" issue. To ascertain the impact on bank efficiency, it is crucial to look into the type of ownership structure (Gupta et al., 2022).

2.3 Ownership Concentration and Bank performance

The relationship between ownership concentration and business performance has been the subject of a number of studies that claim it is complex, and empirical research has produced contradictory findings. These contradictory and unclear results make it intriguing to investigate the nature of this relationship for Indian banks, which have unique political, economic, and institutional circumstances (Ben Slama Zouari & Boulila Taktak, 2014). According to the literature, there could be effects in three different ways. Due to an increase in ownership concentration, there could be a positive, negative, or neutral relationship with

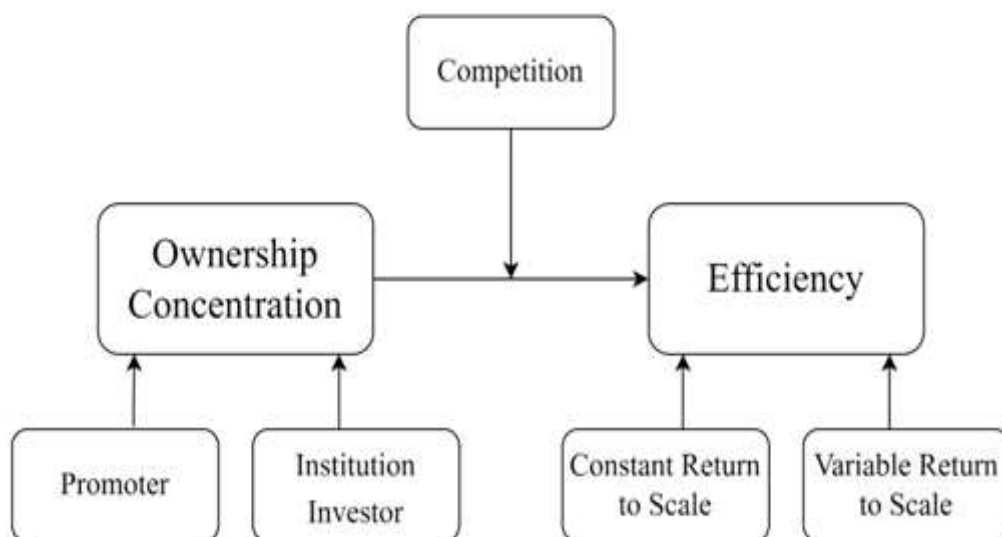
performance(Belousova et al., 2021; Huang, 2020).

When the interest converges, then the concentrated ownership may enhance performance by lowering monitoring costs and offering better management control. According to Jensen and Meckling in 1976 large owners have both the motivation and the authority to oversee managers. Therefore, concentrated ownership reduces the principle agent agency problem that results from the division of ownership and control and predicts a favorable association between ownership concentration and company performance(Ben Slama Zouari &BoulilaTaktak, 2014; Claessens et al., 2002). Contrarily, ownership concentration also negatively impacts performance. It contends that the existence of sizable controlling stockholders may encourage encroachment decisions. According to La Porta et al. (1999), a higher level of ownership concentration will increase the motivation and authority of owners to acquire the wealth of minority shareholders. Since the ultimate owner has the ability to expropriate minor stakeholders and abuse their control to obtain personal benefits(Singh & Rastogi, 2023).

According to the neutrality relationship, the characteristics of the firm's environment, market, and internal operational conditions are external factors that influence how to maximize the firm's value and performance. Because ownership and decision-making are separated so, there is no influence of ownership on the performance of the firm. According to Demsetz & Lehn, 1983 a concentrated firm is not necessarily more efficient than one with a distributed capital firm(Ben Slama Zouari &BoulilaTaktak, 2014).

H1: There is positive relationship between ownership concentration and bank performance

Figure 1: Conceptual Model



Note: Conceptual Model. Efficiency is the Dependent variable, Ownership Concentration is Exogeneous Variable, and Competition is the moderator.

3. Data and Methodology

3.1. Data

The goal of the study is to investigate how ownership concentration affects banks' efficiency and how this relationship changes as a result of competition. To do this, a sample of 24 Indian banks that account for the vast majority of the country's banking industry has been taken into account. The study's time frame is 2010–2022. CMIE Prowess, Bloomberg, and the official websites of the relevant banks are used to retrieve the data(Thakur, 2023). The use of panel data methods in this study allows for the extraction of more insightful findings from the data than could otherwise be achievable using time series or cross-sectional analysis(Bhimavarapu et al., 2022; Hsiao, 2007; Singh Gautam et al., 2022). Table 1 provides information on the factors considered in the study.

Table1: List of Variables

SN	Variable	Type	Code	Definition	Citations
1	Constant Return to Scale	DV	CRS	It is the environmental efficiency of a nation and computed by Data Envelope Analysis (DEA) at a constant return to scale (CRS)	(Sharma & Rastogi, 2021)
2	Variable Return to Scale	DV	VRS	It is the environmental efficiency of a nation and computed by Data Envelope Analysis (DEA) at a variable return to scale (VRS)	(Sharma & Rastogi, 2021)
3	Promoter	EV	promo	The proportion of the promoter and promoter group in the total ownership structure of the bank	Ozili and Uadiale (2017) Mrudula, 2021
4	Institution Investor	EV	ii	The proportion of institutional investors in the bank	Ozili and Uadiale (2017) Mrudula, 2021
5	Lerners Index	MV	Lindex	It is the measure of competition using the Lerner index with industrial adjustment	Lerner, 1934; kanoujiya, 2022
6.	Assets	CV	Lassets	It indicates the bank size. The higher value means a larger bank size.	Rastogi et al. (2021); Jayadev (2013)

Note: DV, EV, MV, and CV represents the dependent variables, exogenous variables, moderator variables, and control variables.

3.2 Methodology

The study examines the impact of ownership concentration on Indian banks' productivity as well as how competition affects their relationship. It is decided to use panel data regression (PDR) to examine the farmed hypotheses. Regression analysis uses PDR models because they can provide more detailed information than traditional time series or cross-sectional research(Kanoujiya& Rastogi, 2022; Rastogi & Kanoujiya, 2022). PDR models use cross-sectional units and time dimensions, therefore their estimations are impartial. PDR models are also less prone to endogeneity problems. The study uses interaction models to examine this association under various settings while adding linear association (base model) and moderating association with Competition, specifically the Lerner Index (lindex).

Model 1

$$\text{CRS} = \beta_0 + \beta_1 \text{promo}_{it} + \text{Lassets}_{it} + u_{it} \quad (1)$$

Model 2

$$\text{VRS} = \beta_0 + \beta_1 \text{promo}_{it} + \text{Lassets}_{it} + u_{it} \quad (2)$$

Model 3

$$\text{CRS} = \beta_0 + \beta_1 \text{ii}_{it} + \text{Lassets}_{it} + u_{it} \quad (3)$$

Model 4

$$\text{VRS} = \beta_0 + \beta_1 \text{ii}_{it} + \text{Lassets}_{it} + u_{it} \quad (4)$$

Model 5

$$\text{CRS} = \beta_0 + \beta_1 \text{promo}_{it} + \text{dlindex}_{it} + \text{IdpromdLindex} + \text{Lassets}_{it} + u_{it} \quad (5)$$

Model 6

$$\text{VRS} = \beta_0 + \beta_1 \text{promo}_{it} + \text{dlindex}_{it} + \text{IdpromdLindex} + \text{Lassets}_{it} + u_{it} \quad (6)$$

Model 7

$$\text{CRS} = \beta_0 + \beta_1 \text{ii}_{it} + \beta_2 \text{dlindex}_{it} + \beta_3 \text{IdiidLindex} + \text{Lassets}_{it} + u_{it} \quad (7)$$

Model 8

$$\text{VRS} = \beta_0 + \beta_1 \text{ii}_{it} + \beta_2 \text{dlindex}_{it} + \beta_3 \text{IdiidLindex} + \text{Lassets}_{it} + u_{it} \quad (8)$$

where the dependent variables are CRS and VRS. The moderating variable is dlindex, while the explanatory factors are promo and ii. In order to observe the interaction impact under moderating variables (MV), the interaction terms IdpromdLindex and IdiidLindex are also added. To address discrepancies brought on by extreme value problems, demean values of the key explanatory variables are used (Wooldridge, 2012, 2019). Lassets are used as control variables to ensure that models fit data well. Table 1 gives specifics for each variable. u_{it} , the coefficient for control variables, is regarded as an error term. Zero is a constant. The explanatory variables' coefficients are 1, 2, and 3. It refers to the panel, where 'i' stands for the cross-sectional unit (bank), and 't' stands for the time dimension (year) (Baltagi, 2005).

3.3 Descriptive Statistic

Table 2 depicts the outcome of the descriptive statistics of the sample. The 48.778 mean value of promoter shows that half of the shares in banks are held by the bank promoters. Further, the mean value of institutional investors is 29.7, which shows that the institutions have one-third holding in the bank shareholdings. Efficiency which is measured on constant return to scale, has a range starting from 0.444 to 1, whereas on variable return to scale, has a range starting from 0.562 to 1. The Lindex has an average score of -0.417 which is closer to its maximum of 1.875, indicating that most of the banks have high competition prevalent. The value of assets is taken into log format due to broader range of value of assets.

Table 2. Summary Statistics

Variables	Obs	Mean	SD	Min	Max
CRS	312	.821	.170	.444	1
VRS	312	.868	.115	.562	1
promo	312	48.778	33.344	0	100
ii	312	29.716	26.070	0	98.6
Lindex	312	-.417	6.485	-51.202	1.875
Lassets	312	12.047	1.470	8.080	15.494

*Note:*Obs, SD, Min. and Max. are Observations, Standard deviation, minimum and maximum value, respectively.

3.4 Correlation Matrix and Multicollinearity

If there is a high correlation between the independent variables (correlation coefficient > 0.800), multicollinearity issues could arise (Bhimavarapu & Rastogi, 2021b; Singh Gautam et al., 2022; Wooldridge, 2019). The numbers shown in Table 3 indicate that no variables have strong correlation coefficients. Promo and ii have the highest significant association, 0.7901*, which is acceptable because both variables reflect ownership concentration. Additionally, distinct models that use promo and ii as the explanatory variables have been created. All other variables have correlations that are less than 0.80. As a result, the problem of variable multicollinearity does not arise (Wooldridge, 2019). Consequently, there are no discrepancies in model estimates caused by multicollinearity (Tejasmayee, 2023).

Table 3. Correlation Matrix

	promo	ii	Lindex	Assets
promo	1.0000			
ii	-0.7901* (0.0000)	1.0000		
Lindex	0.2158* (0.0001)	-0.4060* (0.0000)	1.0000	
Lassets	0.1567* (0.0055)	-0.0646 (0.2555)	0.3153* (0.0000)	1.0000

Note: ‘*’ presents value significant at 5% level.

4. Results

4.1 Outcome of Base Models

The results for Models 1, 2, 3, and 4 are further reported in Table 4. Models 1 and 3 look into the possibility of a linear relationship between the independent variables promo and ii and the dependent variable CRS. Models 2 and 4, respectively assess the linear relationship between the dependent variable VRS and the independent variables promo and ii. All of the models, with the exception of model 2, have an insignificant p-value. In all four models, the Breush-Pagan test (for random effect) is also significant. All four of the studied models yield insignificant Hausman Test findings. The Hausman test shows an insignificant p-value (0.05) for each model, indicating that a random effect is a viable approach for these models. Additionally, the existence of autocorrelation, which is demonstrated by the Wooldridge test with a significant p-value of less than 0.05, and the heteroscedasticity results, which are validated by the Wald test with a p-value of less than 0.05, suggest using the robust standard error estimates to interpret results (Baltagi, 2005; Tejasmayee et al., 2023).

The insignificant results for models 1, 3, and 4 demonstrate that there is no linear association between CRS and VRS and the ownership concentration (promo & ii) of banks. This demonstrates that there won't be any impact on banks' efficiency with an increase or decrease in the concentration of shares in the hands of some shareholders. Additionally, it is discovered that there is a negative and significant relationship between CRS and VRS and the control variable Lassets. The very low R square value demonstrates that the independent variable in the regression equation does not adequately explain the dependent variable.

Table 4. Base Models Results

	Model 1 (DV - CRS)	Model 2 (DV - VRS)	Model 3 (DV - CRS)	Model 4 (DV - VRS)
promo	-.000	.000*	-	-
ii	-	-	-.000	-.000
Lassets	-.003	-.001	-.004	.000
cons	.867*	.849*	.880*	.891*
R-sq overall	0.003	0.0453	0.000	0.046
BP Test	186.37*	123.41*	185.48*	128.02*
Hausman Test	1.73	0.24	0.17	0.08
Wald test for Heteroscedasticity	291.90*	109.25*	300.56*	78.96*
Wooldridge Test	4.271*	0.080	3.068*	0.603

Note: BP test is Bruesch-Pagan-test for the random effect. Wald test is for heteroscedasticity.

Wooldridge test is for autocorrelation in a panel having the null of no autocorrelation. ‘*’ and ‘**’ present value significance at 5% and 10% levels, respectively.

4.2 Outcome of Interaction Models

Interaction models 5 and 7 examine the impact of promo and ii on CRS under the influence of competition (lindex). Whereas interaction models 6 and 8 examine the impact of promo and ii on VRS under the influence of competition (lindex). Analysis for interaction models has been performed by applying the Random-effect model as the results for Hausman Test are significant with p-value < 0.05 for models 5 and 6 (Gautam et al., 2023). The results BP test for all the interaction models is significant, with a p-value less than 0.05. Further, the presence of autocorrelation and heteroscedasticity necessitates the computation of robust estimates for better result interpretation as the results of the Wald test and Wooldridge test is significant, i.e., below 0.05(Pushp et al., 2023).

I_dprom_dLindex results in insignificant results in models 5 and 6, with coefficient values of -.000 and .000, respectively, at 5% significance. As a result, it shows that ownership concentration, as measured by the promoter, has no effect on the effectiveness of banks when a competition moderator (Lindex) is present. The I_dii_dLindex result in model 7 is significant with coefficient values of -.000. However, the result in model 8 is insignificant at a 5% significance level. As a result, it shows that ownership concentration, as measured by ii has no effect on the effectiveness of banks when a competition moderator (Lindex) is present. Furthermore, it appears that lindex separately has no impact on efficiency given the insignificant value of the dlindex coefficient in the models. However, the control variableLasset is found to have a negative butinsignificant relationship with efficiency in the majority of models.

Table 5. Interaction Models Results for moderating effect.

	Model 5 (DV - CRS)	Model 6 (DV - CRS)	Model 7 (DV - CRS)	Model 8 (DV - CRS)
dpromo	.000	.000*	-	-
dii	-	-	.000	-.000*
dlindex	-.005	.003	.002*	.002
I_dprom_dLindex	-.000	.000	-	-
I_dii_dLindex	-	-	.000*	.000
Lassets	-.006	-.003	-.009*	.003
cons	.913	.910*	.937*	.907
R-sq overall	0.015	0.067	0.027	0.058
BP Test	169.69*	120.71*	162.43*	127.09*
Hausman Test	17.96*	15.27*	1.66	1.31

Wald test for Heteroscedasticity	151.79*	92.00*	247.18*	73.51*
Wooldridge Test	3.903*	0.010*	4.412*	0.202

Note: BP test is Bruesch-Pagan-test for the random effect. Wald test is for heteroscedasticity. Wooldridge test is for autocorrelation in a panel having the null of no autocorrelation. ‘*’ and ‘**’ present value significance at 5% and 10% levels, respectively.

4.3 Endogeneity and Robustness

The results of the endogeneity test are shown in Table 6. To check for endogeneity problems, the Durbin Chi2 and Wu Hausman tests are used (Baltagi, 2005). The variables’ lag3 values are used as tools to examine endogeneity. The results of both tests support the null hypothesis of no endogeneity with insignificant p-values. None of the explanatory variables are endogenous, according to the findings. As a result, models don’t suffer from a serious endogeneity issue. Reliable evidence should be supported by robust results (Bhimavarapu et al., 2023; Kanoujiya et al., 2022). The multi-model technique is used in this study to provide reliable outcomes. To have various models, two variations of Ownership concentration (promo and ii) are used. Additionally, linear and interaction effects are seen in order to determine the relationship between DV - CRS & VRS and IV - promo & ii. Similar results showing an insignificant connection between DV - CRS & VRS and IV - promo & ii are typically discovered. The outcomes are strong as a result.

Table 6. Endogeneity Test

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
Durbin Chi-2	.183 (0.668)	1.584 (0.208)	.433 (0.510)	.021 (0.884)	3.539 (0.059)	3.039 (0.081)	.000 (0.991)	-.000 (1.000)
Wu-Hausman Test	.180 (0.671)	1.570 (0.211)	.427 (0.513)	.020 (0.885)	3.507 (0.062)	3.005 (0.084)	.000 (0.992)	-.000 (1.000)

Note: The value in the parenthesis represents the p-value.

5. Discussion and conclusion

This article gives some light on the effect of ownership structure on bank efficiency using 24 banks from 2010 to 2022. Results as a whole indicate that concentrated stock ownership is a typical trait of Indian banks. Promoter ownership is concentrated since they control, on average, 50% of the equity. But institutional investor ownership is often worth 30% or less. Therefore, the ownership structure of Indian banks is concentrated. Additionally, the bulk of the sample’s Indian banks is owned by pertinent institutions. The results show that, in accordance with the neutrality theory, ownership concentration has no effect on Indian banking performance. We deduce that Indian banks don’t use the usual control system. There is no agency problem because bank management runs its operations efficiently.

Additionally, RBI regulation and assistance aid banks in operating efficiently. When we study this relationship between ownership concentration and efficiency under the influence of competition. The result of such a relationship is also insignificant. This shows that even when the competition in the banking sector increases still, the concentration of ownership does not affect the efficiency of the firms. So we can conclude that Indian banks do not face agency problems, and the ownership concentration does not affect the efficiency. The RBI need not put unnecessary restrictions on bank ownership since it does not have an effect on performance and efficiency.

This research is significant from both an academic and practical standpoint. The research's conclusions have also given bank management, government regulators, investors, and policymakers vital information about the significance of corporate governance practices in the functioning of the Indian banking sector. By identifying practices that are unrelated to the ownership structure, banks' efficiency can be increased. In order to increase their efficiency, Indian banks will need to consider the policy implications of this.

Reference

- Lerner, A. P. (1934). The Concept of Monopoly and the Measurement of monopoly power.
- Baltagi, B. H. (2005). Econometric Analysis of Panel Data (Vol. 3).
- Belousova, V., Karminsky, A., Myachin, N., & Kozyr, I. (2021). Bank Ownership and Efficiency of Russian Banks. *Emerging Markets Finance and Trade*, 57(10), 2870–2887. <https://doi.org/10.1080/1540496X.2019.1668764>
- Ben Slama Zouari, S., & Boulila Taktak, N. (2014). Ownership Structure and financial performance in Islamic Banks: Does bank ownership matter? *International Journal of Islamic and Middle Eastern Finance and Management*, 7(2), 146–160. <https://doi.org/10.1108/IMEFM-01-2013-0002>
- Berle, A. A., & Means, G. G. C. (1991). The modern corporation and private property. Transaction publishers.
- Bhimavarapu, V. M., Kanoujiya, J., & Rastogi, Dr. S. (2022). An Impact of Default Risk and Promoters' Holding on the Dividend Policy in the Firms in India: Evidence using Panel Data. *International Journal of Management and Humanities*, 8(6), 12–18. <https://doi.org/10.35940/ijmh.F14200.018622>
- Bhimavarapu, V. M., & Rastogi, Dr. S. (2021). Dividend and Bank Performance in India: Evidence using Panel Data Analysis. *International Journal of Management and Humanities*, 6(1), 1–4. <https://doi.org/10.35940/ijmh.L1370.096121>
- Bhimavarapu, V. M., Rastogi, S., & Kanoujiya, J. (2023). Ownership concentration and its influence on transparency and disclosures of banks in India. *Corporate Governance (Bingley)*, 23(1), 18–42. <https://doi.org/10.1108/CG-05-2021-0169>
- Claessens, S., Djankov, S., Fan, J. P., & Lang, L. H. (2002). Disentangling the incentive and entrenchment effects of large shareholdings. *The Journal of finance*, 57(6), 2741–2771.
- Demsetz, H., & Lehn, K. (1985). The structure of corporate ownership: Causes and consequences. *Journal of political economy*, 93(6), 1155–1177.
- Gautam, R. S., Bhimavarapu, V. M., Rastogi, S., Kappal, J. M., Patole, H., & Pushp, A. (2023). Corporate Social Responsibility Funding and Its Impact on India's Sustainable

Development: Using the Poverty Score as a Moderator. *Journal of Risk and Financial Management*, 16(2), 90.

- Gupta, N., Mittal, S., Agarwal, T., Bhakshi, P., & Sahoo, M. (2022). Ownership concentration and bank performance: Evidence from India. *Cogent Economics and Finance*, 10(1). <https://doi.org/10.1080/23322039.2022.2114177>
- Hsiao, C. (2007). Panel data analysis—advantages and challenges. *Sociedad de Estadística e Investigación Operativa* 2007, 16(1), 1–22. <https://doi.org/10.1007/s11749-007-0046-x>
- Huang, Q. (2020). Ownership concentration and bank profitability in China. *Economics Letters*, 196. <https://doi.org/10.1016/j.econlet.2020.109525>
- Iannotta, G., Nocera, G., & Sironi, A. (2007). Ownership structure, risk and performance in the European banking industry. *Journal of Banking and Finance*, 31(7), 2127–2149. <https://doi.org/10.1016/j.jbankfin.2006.07.013>
- Iwasaki, I., Ma, X., & Mizobata, S. (2022). Ownership structure and firm performance in emerging markets: A comparative meta-analysis of East European EU member states, Russia and China. *Economic Systems*, 46(2). <https://doi.org/10.1016/j.ecosys.2022.100945>
- Jayadev, M. (2013). Basel III implementation: Issues and challenges for Indian banks. *IIMB Management Review*, 25(2), 115-130.
- Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs and ownership structure. *Journal of financial economics*, 3(4), 305-360.
- Kanoujiya, J., & Rastogi, S. (2022). Impact of market competitiveness and risk management of NPAs of Indian banks on its efficiency. *International Journal of Monetary Economics and Finance*, 15(2), 173–193. <https://doi.org/10.1504/IJMEF.2022.124962>
- Kanoujiya, J., Singh, K., & Rastogi, S. (2022). Does promoters' ownership reduce the firm's financial distress? Evidence from non-financial firms listed in India. *Managerial Finance*. <https://doi.org/10.1108/MF-05-2022-0220>
- La Porta, R., Lopez de Silanes, F., & Shleifer, A. (1999). Corporate ownership around the world. *The journal of finance*, 54(2), 471-517.
- Ozili, P. K., & Uadiale, O. (2017). Ownership concentration and bank profitability. *Future Business Journal*, 3(2), 159-171.
- Pound, J. (1988). Proxy contests and the efficiency of shareholder oversight. *Journal of financial economics*, 20, 237-265.
- Pushp, A., Gautam, R. S., Tripathi, V., Kanoujiya, J., Rastogi, S., Bhimavarapu, V. M., & Parashar, N. (2023). Impact of Financial Inclusion on India's Economic Development under the Moderating Effect of Internet Subscribers. *Journal of Risk and Financial Management*, 16(5), 262.
- Rastogi, S., & Kanoujiya, J. (2022). Does transparency and disclosure (T&D) improve the performance of banks in India? *International Journal of Productivity and Performance Management*. <https://doi.org/10.1108/IJPPM-10-2021-0613>
- Sakawa, H., & Watanabel, N. (2020). Institutional ownership and firm performance under stakeholder-oriented corporate governance. *Sustainability*, 12(3), 1021.
- Sharma, A., & Rastogi, S. (2021). Impact of Efficiency on Voluntary Disclosure of Non-Banking Financial Company—Microfinance Institutions in India. *Journal of Risk and Financial*

Management, 14(7), 289. <https://doi.org/10.3390/jrfm14070289>

- Sharma, A., Rastogi, S., & Gupta, N. (2020). Financial efficiency of non-banking financial companies-microfinance institutions: A data envelopment analysis. *Test Engineering and Management*, 83(May-June 2020), 9080-9091.
- Shawtari, F. A. M. (2018). Ownership type, bank models, and bank performance: the case of the Yemeni banking sector. *International Journal of Productivity and Performance Management*, 67(8), 1271–1289. <https://doi.org/10.1108/IJPPM-01-2018-0029>
- Singh Gautam, R., Rastogi, D. S., Rawal, A., & Scholar, P. (2022). Study of Financial Literacy and Its Impact on Rural Development in India: Evidence Using Panel Data Analysis.
- Singh, S., & Rastogi, S. (2023). Competition and Ownership Concentration: Exotic Tools for corporate governance in Firms. *IJIRT*, 10(1), 484–493. <https://www.researchgate.net/publication/371335351>
- Singh, S., Gautam, R. S., Agarwal, B., Pushp, A., Barge, P., & Rastogi, S. (2022). Impacts of Financial Inclusion on Sustainable Development in India. *The Journal of Asian Finance, Economics and Business*, 9(10), 235-242.
- Tejasmayee, P., Rastogi, S., Pushp, A., Agarwal, B., Singh, S., & Thakur, S. (2023, May). Financial Inclusion and Net Value Added by Agricultural Activity. In *2023 8th International Conference on Business and Industrial Research (ICBIR)* (pp. 591-596). IEEE.
- Tejasmayee, P., Rastogi, S., Pushp, A., Agarwal, B., Singh, S., & Thakur, S. (2023, May). The effect of Financial Inclusion on the Sustainable Development Goals. In *2023 8th International Conference on Business and Industrial Research (ICBIR)* (pp. 734-739). IEEE.
- Thakur, Swapnilsingh, Shailesh Rastogi, Neha Parashar, Pracheta Tejasmayee, and Jyoti Mehndiratta Kappal. “The Impact of ICT on the Profitability of Indian Banks: The Moderating Role of NPA.” *Journal of Risk and Financial Management* 16, no. 4 (2023): 211.
- Triyonowati, Elfita, R. A., Suwitho, & Mildawati, T. (2023). Does innovation efficiency affect financial performance? The role of ownership concentration. *Investment Management and Financial Innovations*, 20(1), 58–67. [https://doi.org/10.21511/imfi.20\(1\).2023.06](https://doi.org/10.21511/imfi.20(1).2023.06)
- Thakur, S., Rastogi, S., Parashar, N., Tejasmayee, P., & Kappal, J. M. (2023). The Impact of ICT on the Profitability of Indian Banks: The Moderating Role of NPA. *Journal of Risk and Financial Management*, 16(4), 211.
- Wooldridge, J. M. (2012). *Introductory Econometrics*.
- Wooldridge, J. M. (2019). *Econometric Analysis of Cross Section and Panel Data* (Vol. 7e).



Benefits of Adopting Digital Technology in Startups

V. Josili¹, Dr. N. Rajalingam²

1. *Research Scholar, Department of Management Studies, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli – 627 012*
2. *Professor, Research Supervisor, Department of Management Studies, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli – 627 012*

Abstract

Digital technology is any technical device, automation system, or electronic device that creates, uses, or stores information and data. Digital technology has changed the lifestyle of people. Technology makes everything easier and any information is accessible throughout the world. Technology facilitates automating processes and getting them implemented faster and more effectively. Performance in each section is identifiable. Innovations lead to enhancement in productivity. It is essential to identify the entrepreneurs' understanding level of using technology. Benefits experienced after adopting digital technology have been analyzed. It is required to identify the level of implementation of digital technology in the establishments. Technology resolves survival issues when competitors' pressure prevails. While marketing is digitalized, it captures customers from various locations. The number of customers also getting increased by using technology. Although technology enhances productivity it makes a moderate effect on demand forecasting. And the quality of products/services, and reducing human errors also have a moderate effect while using technology. Startups may be small in size and may be new to the market. Technology helps startups to make organizational activities faster and simpler. In this digital era, every action can be done in a fraction of a second due to the adoption of digital technology. Digital transaction discussed is one of the benefits of digitalization. It has covered a certain range of people. This article has also examined further advantages of technology adoption that are not being adequately utilized.

Keywords :

Startups, Digital technology, Technology adoption, Sustainability.

Introduction :

The digital era facilitates people to experience ease of life. Daily tasks can now be completed more quickly and easily due to technology. In organizations, every operation is interlinked. Technological advancements have made it simpler to accomplish organizational tasks. Digital technology enables better performance from recruitment to delivering the products/services to the end user.

Digital Technology :

Electronic instruments, apparatus, and systems that process, transmit, and store data in binary form are referred to as digital technology. With the help of digital technology, data is encoded as true or false/on or off using wavelength signals (Marc Berman, 2021). Binary code is made up entirely of ones and zeros and can be put back together once it has been read by another piece of digitally-enabled hardware. This contrasts with earlier, more antiquated types of technology that relied on slower methods of information delivery ("What are", 2020). Digital technology has paved the path for multipurpose devices like smartphones and smart watches (Filip Poutinsev, 2021).

Technology Adoption :

Entrepreneurs are in need of adopting digital technology in their establishments since it enables better performance. Using digital technology gives businesses an advantage in terms of sales, remote access performance tracking, gaining client loyalty, and sustainable development. Nestor Duch-Brown., et al (2017) have reported in their study that there is a market expansion effect since retailers have the ability to increase their overall sales through the sale of things online. Gianmarco Bressanelli., et al (2018) have discussed that the Internet Of Things enables businesses to track the location, status, and usage of their products remotely in real-time. Ahmad Anshorimuslim Syuhada and Windy Gambetta (2013) have discovered that customer trust can be increased through online interactions that ensure user authenticity and personal data protection. Oana Barbulescu., et al (2021) have discussed that an affordable way to create a sustainable entrepreneurial ecosystem would be to change the company culture to promote green entrepreneurship.

Startup :

Startups are young businesses created with the goal of creating a distinctive good or service, bringing it to market, and making it impossible for customers to resist and replace it (Rebecca Baldrige, 2022).

Startups often operate in a fast-paced, innovative environment, constantly seeking ways to improve and disrupt traditional industries. They typically have a smaller team and a lower budget compared to established businesses, but they also have the advantage of being more adaptable to change. Hence, studying technology adoption in startups is significant in recent scenario.

Research Objectives :

This study aims to investigate the benefits experienced after adopting digital technology in startups and the significance of improving the startups' sustainability by using technology. Technology does not meet all of the establishments' expectations and requirements. Hence, assessing the level of expectation fulfilled after implementing digital technology is critical. The basic objective of the paper is to identify potential means for implementing digital technology.

Methodology :

The study focuses on the benefits of adopting digital technology in startups. The population consists of entrepreneurs from various establishments in the Tirunelveli district. The current study's sample consists of 75 entrepreneurs chosen at random. The weighted average, factor analysis, and percentage analysis methods were used to analyze the data. The structured questionnaire was used to collect data for this study.

Table 1
Benefits experienced after adopting Digital Technology

Factors	Variables	Component		Wi	Ri	Wo	Ro
		1	2				
Sustainability	Receiving orders from various locations	.924	.157	3.89	A	3.75	A
	Increasing revenue	.913	.297	3.95	A		
	An increasing number of customers	.901	.331	3.80	A		
	Solving Survival issues	.798	.423	3.89	A		
	Relevance in demand forecasting	.737	.407	3.20	N		
Operational	Reducing Human errors	.144	.868	3.26	N	3.34	N
	High-quality products/services	.436	.828	3.49	N		
	Delivering products/services faster	.376	.821	3.26	N		

((Wi = Individual Weighted Average, Ri=Individual Result, Wo = Overall Weighted Average, Ro=Overall Result, A=Agree, N=Neutral)

Table 1 indicates that the use of digital technology in business operations has been beneficial in resolving survival issues, increasing the number of customers, receiving orders from various locations, and boosting revenue. Moreover, digital technology can help companies expand their customer base, streamline operations, reduce costs, and enhance productivity, leading to increased profitability. Also, the study shows that the eight variables analyzed were categorized into two factors. Factor 1 comprises variables related to solving business issues, such as predicting demand, increasing revenue, surviving in the market, orders from various locations, and an increasing number of consumers. Factor 2 consists of variables related to quality, such as reducing human errors, improving product/service quality, and accelerating delivery times. Further more, the study indicates that in the sustainability factor, the respondents agreed to the variables, but were neutral about the relevance of demand forecasting. In the operational factor, the respondents were neutral about all variables.

Table 4 : Benefits experienced after adopting Digital Technology in terms of Educational Qualification

Particulars	Variables	Up to School				Vocational Courses				Graduation				PG & above			
		Wi	Ri	Wo	Ro	Wi	Ri	Wo	Ro	Wi	Ri	Wo	Ro	Wi	Ri	Wo	Ro
Sustainability	Survival issues got solved	3.5	A	3.30	N	3.75	A	3.63	A	4.07	A	3.81	A	4.06	A	3.94	A
	The number of customers have been increased	3.5	A			3.64	A			3.73	A			4.12	A		
	Demand forecasting is more relevant	2.2	D			3.2	N			3.42	N			3.27	N		
	Received orders from various locations	3.57	A			3.73	A			3.9	A			4.13	A		
	Revenue has been increased	3.71	A			3.82	A			3.95	A			4.12	A		
	Human errors got reduced	0	NA	2.17	D	3.6	A	3.34	N	3.09	N	3.25	N	3.29	N	3.53	A
Operational	Quality of products/ services is high	3.67	A			3.29	N			3.47	N			3.57	A		
	Delivery of products/ services done faster	2.85	N			3.14	N			3.2	N			3.73	A		

(HA=Highly Agree, A= Agree, N= Neutral, D=Disagree, HD= Highly Disagree, NA= Not Applicable)

Table 4 reveals that respondents with an educational background up to school were neutral towards the sustainability variables, except for agreeing with variables related to solving survival issues, increasing customers, receiving orders from various locations, and increasing revenue. However, they disagreed with the relevance of demand forecasting. For the operational factor, they disagreed with the variables and marked the human error reduction variable as not applicable. Respondents with a vocational courses background were neutral towards the operational variables but agreed with the reduction of human errors variable. Graduates were neutral towards all variables, while respondents with a postgraduate and above background agreed with the variables and were neutral towards the reduction of human errors variable.

Table 5 Execution of Digital Technology in the Establishment

S. No.	Particulars	Average	Results
1	Merchandising	1.34	DHI
2	Observing employees' performance	1.37	DHI
3	Activities in the establishment	1.39	DHI
4	Identifying performance gap in the establishment	1.31	DHI
5	Maintaining daily tasks	1.36	DHI
6	Designing of products	1.9	PD
7	Database maintenance	1.38	DHI
8	Examining quality of products/services	1.4	DHI
9	Responding to queries	1.28	DHI
10	Receiving orders from customers	1.43	DHI
11	Measuring the productivity of the establishment	1.44	DHI
12	New Product Development	2	PD
13	Observing overall performance of the establishment	1.24	DHI

(FD=Fully digitalized, PD=Partially Digitalized, DHI=Done with Human Interference)

From table 5, it is inferred that for designing of products and new product development, establishments have Partially Digitalized their operations. All other activities are Done with Human Interference.

6. Proficiency in Using the Internet

S.No.	Particulars	Frequency	Percentage
1	Advanced	43	57.33
2	Proficient	15	20.00
3	Learning	11	14.67
4	Need to Learn	6	8.00
	TOTAL	75	100

From the table 6, it is inferred that 57.33% of the respondents are advanced in using the internet, 20% of the respondents are proficient, 14.67% of the respondents are learning and 8% of the respondents need to learn the internet.

7. Digital Tools in Business Operations

S.NO.	PARTICULARS	Response	FREQUENCY	PERCENTAGE
1	Recording daily transactions using software	Yes	37	49.33
		No	38	50.67
		TOTAL	75	100
2	Establishment accepts online payments	Yes	68	90.67
		No	7	9.33
		TOTAL	75	100
3	Using social media for marketing products/services	Yes	43	57.33
		No	32	42.67
		TOTAL	75	100

Table 7 indicates that 49.33% of respondents are using software to record daily transactions, while 50.67% are not. Additionally, 90.67% of respondents reported that their establishments accept online payment, while 9.33% do not. Finally, 57.33% of respondents are utilizing social media for product or service marketing, whereas 42.67% are not.

Discussion :

The adoption of technology has become a key factor for entrepreneurs to survive and succeed in today's highly competitive market. Digital marketing has enabled businesses to reach out to customers from various locations, expanding their customer base and increasing revenue. Moreover, technology enables faster and more effective implementation of operations, which leads to improved organizational performance and ultimately increased revenue. However, the study reveals that only partial digitalization is practiced in most establishments, mainly for product design and development. Other operations, such as marketing, employee monitoring, database maintenance, quality checking, and order processing, still involve human interference. Even though 57.33% of the respondents reported using the internet at an advanced level, the full benefits of technology have not been fully realized due to various challenges faced by entrepreneurs.

One of the major challenges is resistance to change and the fear of not being able to handle the increased demand resulting from digitalization. However, embracing technology can lead to significant improvements in organizational performance, especially when technology is fully integrated into all operations. This can ultimately result in increased revenue for the business.

Cost-cutting is another factor that prevents entrepreneurs from adopting technology,

and some may also struggle to identify the right software for their organization. To overcome these challenges, it is suggested that entrepreneurs consider subscription-based software, seek consultation and support from technological partners, and receive guidance from knowledge centers. In conclusion, embracing digital technology can lead to societal and economic development and help businesses thrive in today's competitive market.

Findings :

The study found that implementing technological features in establishments has only a moderate impact on reducing human errors, and the quality of products/services also only has a moderate impact while digital technology is applied. Demand forecasting is not effective even with the use of technology, and technology does not have a significant effect on delivering products/services faster. However, in terms of sustainability, digitalization improves the sustainability of startups in the market. Proper and careful use of technology can also improve operational efficiency by reducing human errors, improving the quality of products/services, and enabling faster delivery. Respondents with a PG and above educational background agreed that technology reduced human errors, improved product/service quality, and enabled faster delivery. In contrast, respondents with a vocational education background disagreed with these operational factors, possibly due to their lack of knowledge in using technology effectively.

Conclusion :

The study concludes that entrepreneurs possess sufficient knowledge and expertise in using the internet and technological features, but they fail to adopt technological advancements in all their operations. Although entrepreneurs realize the benefits of digital technology, resistance to change and the fear of not being able to handle the demand prevent them from embracing it fully.

Suggestions :

Organizations can reduce the cost of application software by introducing a subscription-based method and allowing customers to choose only the features they require. Additionally, entrepreneurs can benefit from identifying technological partners to provide consulting, support, and maintenance services, enabling them to better understand and utilize the software. To further promote the adoption of technology, the government can support entrepreneurs by emphasizing its importance and potential impact on the economy. Knowledge centers can also be established to guide entrepreneurs who may face challenges in technology adoption. By motivating entrepreneurs to adopt technology, societal and economic development can be accelerated through digital transformation.

References

- Ahmad Anshorimuslim Syuhada and Windy Gambetta, 2013, "Online Marketplace for Indonesian Micro Small and Medium Enterprises Based on Social Media" *Procedia Technology*, Vol. 11.

- Filip Poutinsev.(2021)What is digital technology? Retrieved November 29,2022 from <https://honestproscons.com/what-is-digital-technology-25-best-examples/>
- Gianmarco Bressanelli, Federico Adrodegari, Marco Perona and Nicola Saccani, 2018, “The role of digital technologies to overcome Circular Economy challenges in PSS Business Models: an explanatory case study” Procedia CIRP.
- Marc Berman. (2021). Streaming / Technology. Retrieved July 23, 2022 from <https://programminginsider.com/what-is-digital-technology/>
- Nestor Duch-Brown, Lukasz Grzybowski, Andre Romahn and Frank Verboven, 2017, “The impact of online sales on consumers and firms. Evidence from consumer electronics” International Journal of Industrial Organization.
- Oana Barbulescu, Alina Simona Tecau, Daniel Munteanu and Cristinel Petrisor Constantin (2021), “Innovation of Startups, the Key to Unlocking Post-Crisis Sustainable Growth in Romanian Entrepreneurial Ecosystem” Sustainability.
- Rebecca Baldrige.(2022). What is a Startup? Retrieved March 02, 2023 from<https://www.forbes.com/advisor/business/what-is-a-startup/>
- “What are”.(2020). What are digital Devices? Retrieved December 06, 2022 from <http://www.reference.com/history-geography/digital-devices-9347afbada025872>

Digital Finance as a tool for financial inclusion in Dakshina Kannada District

Dr. Parameshwara

Associate professor and Chairman

Department of studies commerce, Mangalore university-574199

Abstract

In order to reduce poverty, promote economic growth, and assist the secondary sectors, financial inclusion is emerging as a critical, essential facilitator. The emphasis now is on increasing financial inclusion through digital finance because of how well it works to increase financial inclusion in developing nations. As a result, in the wake of digital finance, digital financial inclusion has become increasingly important. It is crucial to pinpoint the components that encourage digital financial inclusion as a result. This study attempts to examine societal behaviour regarding digital financial inclusion and assists in identifying the factors that support it. With the help of this study, the banking industry and policymakers will be better able to comprehend how perception and perceived risk can be used to advance digital financial inclusion in Dakshina Kannada District. This research reveals that digital banking access, usage, and quality significantly influence digital financial inclusion achieved by digital banking. Among the three factors, 'Quality,' 'Usage,' and 'Access' have the most impact on digital financial inclusion. The current study found that there was a very strong positive link between ADB, UDB and QDA. It this also discovered in the present study, that the rate of voluntary exclusion was quite high in the regions of in Dakshina Kannada District. while prospects of shifting to the use of QDA was also very high.

Keywords : Financial Inclusion, Digital financial inclusion, Digital Finance in Dakshina Kannada District.

Introduction :

When all economic activity and societal segments have simple, affordable access to financial services, financial inclusion is increased. In Dakshina Kannada District, a significant segment of the population is still not a part of the formal financial system, despite recurrent emphasis on the need for financial inclusion by bringing more and more of the excluded population into the formal financial system in the nation's policy framework. Financial inclusion is developing as a crucial critical enabler of reducing poverty, ending hunger, fostering economic growth, and helping the secondary sectors, among other things. ADB, UDB, and

QDA were found to have a very strong positive association in the current study (digital financial inclusion achieved through digital banking). This study also reveals a wide variation in how users in Dakshina Kannada District evaluate the usage, usability, and benefits of different DFS for digital financial inclusion. This can be accomplished by raising public knowledge of the use of DB and informing them of its resulting advantages. Reducing complexities in the technicalities of using DB & making it more consumer-friendly can also help in reducing such differences. A slightly strong negative relationship existed between digital financial inclusion achieved through digital banking. Such a dilemma in the mind of the people can hamper the growth of the use of digital finance in Dakshina Kannada District. Thus, it becomes necessary to understand the perception of people before targeting them with various DB, this can be done at unit levels of the banks through one-to-one contact. This study also found no significant difference in terms of privacy risk, but substantial disparities in terms of performance risk and financial risk. To mitigate the impact of perceived risk on digital financial inclusion, steps must be implemented to lessen the large disparity between performance risk and financial risk. This can be done by building a robust & secured digital financial transactional platform, where the fear of conducting a financial transaction online is the least. It is because people have concerns over the current security systems used for conducting financial transactions online. Usage of the DB was found satisfactory among the users of the DB. Thus, measures must be taken to bring the unbanked & non-DBS users with a bank account under the ambit of the digital financial services, this will further enhance the status of digital financial inclusion in Dakshina Kannada District.

Literature Review :

The relevant literature has been reviewed to explore the theoretical foundation behind digital finance, financial inclusion and digital financial inclusion. CGAP (2011), defined financial inclusion as “A state in which all working-age adults, including those currently excluded by the financial system, have effective access to the following financial services provided by formal institutions: credit, savings (defined broadly to include current accounts), payments, and insurance”. According to Usha Thorat (2007), the use of IT solutions for. Mandira Sarma (2008) followed a multidimensional approach to develop an Index of Financial Inclusion (IFI). The approach is similar to the computation of development indexes such as HDI, the HPI, and the GDI and soon. Firstly, the dimension index for each dimension of financial inclusion is calculated, and this dimension index has a direct relationship with the country’s achievement in that dimension. Laxmi Mehar (2014) it was observed that the use of mobile banking had accelerated financial inclusion in India. Nonetheless, it is far from sufficient, covering only 2.5% of the overall population. In India, poor people have mobile phones as well, but many are unaware of mobile banking. As a result, steps must be taken to raise awareness of mobile banking. According to Roy & Sahoo (2016), the electronic payment system of any country faces several risks like bank failures, frauds, counter-party failures, etc. These risks can trigger disruptions in the electronic payment system. RTGS is a widely accepted mean of electronic payment system amongst the banks and business firms but it requires a push on the retail side. Report of McKinsey & Company (September, 2016) defined

digital finance as “as financial services delivered over digital infrastructure—including mobile and internet—with low use of cash and traditional bank branches”. Their definition of digital finance is used by them in a wider sense. According to Rajiv Anand (2017), mobile phones especially smartphones have created many opportunities; mobile banking and mobile wallets are the two fastest-growing segments in the economy. It is an enabler for faster and secure banking transactions for the clients while it is cost-efficient for the banks as well. Prasanna Lohar (2017) identified three driving factors of Digital Banking. First is, Adoption. Second is, Agility, And the last factor is, Arrival of Players, new players have entered into the market like payment banks and Fintech, these players are giving completion to the traditional banks. Kosta Peric (2015), stated that if emerging digital payment technologies are combined with mobile phone technology than it will enable the re-engineering of financial services which can bring down 90% cut in the cost of the transaction. The author called this as Digital Financial Inclusion. If this thing happens then it can immensely help in including poor and the rural people under the umbrella of financial inclusion. According to Soren Heitmann (2018), Sub-Saharan Africa exemplifies mobile money’s potential to drive financial inclusion. Evidence of Digital Financial Inclusion from neighbors developing countries of Dakshina Kannada District, India is also in the list of technology-driven financial inclusion. In 2006, RBI called on banks to provide basic financial services in all the financially excluded villages, by adopting a technology-driven banking correspondent model. This was done in two phases, in the first phase villages with a population of more than 2000 were covered while in the second phase villages with a population of less than 2000 were covered. To fulfil this goal, banks have deployed a combination of new branches, fixed site business correspondent outlets, and mobile technology-based banking correspondents. As of March 2012, the initiative had established 96,828 new customer service stations. In 2011, only approximately 35% of India’s adult population had a bank account, according to Findex data. and China established one of the largest agent banking net works in the world, to provide basic financial services in remote and rural areas in a cost-effective manner. China provided subsidies and social transfers through bank cards, by using the agent banking networks. By the end of the year 2016, 983, 400 agent-based service points were established covering more than 90% of administrative villages in China. The regulatory space provided for innovations in digital finance is one of the key factors behind the success of digital finance in China.(World Bank,2018).

3. Research Methodology :

This section outlines the aim and objectives and specifies the hypothesis for the research. It also provides the steps involved in the designing of the questionnaire. Objectives of the study are as follows:

1. To study the relationship between demography and use of Digital Financial.
2. To identify the critical factors responsible for promoting financial inclusion through Digital Financial.

Research Hypothesis: Based on the review; three indicators; namely; Access, Usage,

and Quality were considered & tested, as an indicator of digital financial inclusion, and the following hypothesis were formulated:

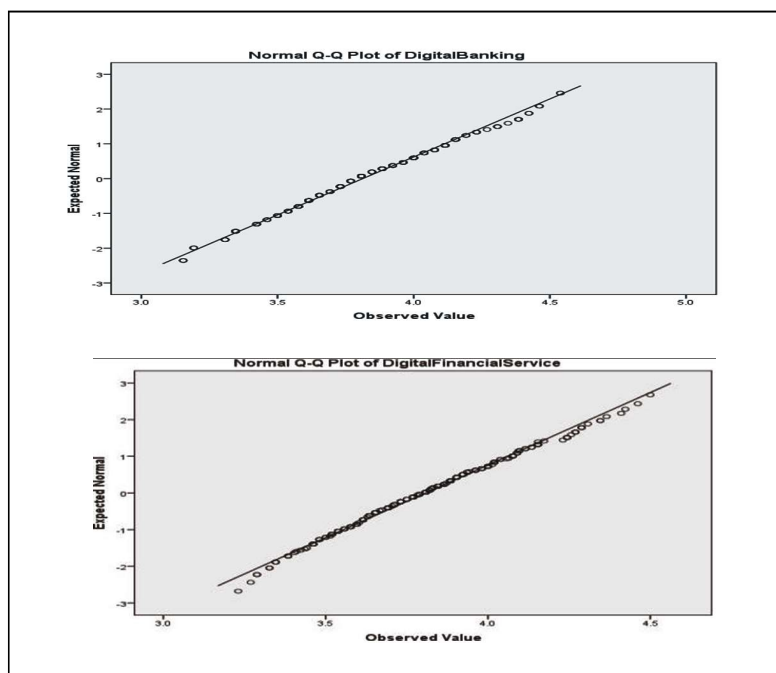
Hypothesis H_1 : Access significantly predicts the Digital Financial Inclusion.

Hypothesis H_2 : Usage significantly predicts the Digital Financial Inclusion.

Hypothesis H_3 : Quality significantly predicts the Digital Financial Inclusion.

In this study Analysis of Normality of the Data Checking Normality through Q-Q PLOT.

Figure 1.1: Q-Q Plot Diagram of Digital Banking & Digital Financial Services



Source : Survey

Q-Q Plot (Quantile- Quantile plot) helps in determining the normality of the data. In the Q- Q plot if the data is normally distributed then the data point follows the diagonal straight line and if is not normally distributed then data falls away from the diagonal straight line (Field, 2009). The normality of the data using the Q-Q plot can be observed from figures 1.1

Sampling Technique and Sample Size: This study uses convenience sampling as a sampling technique. While sample size required for the study was found to be 381, taking the confidence level at 95% with a 5% of margin of error. Pre-testing of the Questionnaire, results show $\alpha > 0.70$ in 11 constructs, while it was less than 0.70 in only one cases that is Usage DB. Though values of $\alpha > 0.60$ or 0.70 are also acceptable (Griethuijsen, et al., 2014).

Discussion and Results :

Multicollinearity Analysis- To check the multicollinearity between the latent constructs, two collinearity diagnostics are used: to lérance and variance inflation factor (VIF). criticalvaluesfortoleranceandVIFare >0.10 and <10 respectively.Itcanbeobserved, that the value of tolerance for debit card varies between 0.494 to0.788 and VIF varies between 1.268 to 2.023, thus multicollinearity is not a problem in the case of debit card. Tolerance and VIF for credit card vary between 0.290 to 0.683 and 1.464to 3.454. For digital banking they vary between 0.340 to 0.756 and 1.323 to 2.944. Fordigital financial services they vary between 0.359 to 0.745 and 1.342 to 2.787 respectively. Thus, based on the values of tolerance and VIF, it can be said that multicollinearity is not an issue for the debit card, credit card, digital banking, and digital financial services. **Confirmatory Factor Analysis (CFA)-** In total there are 10 latent constructs, namely: Access DB, Usage DB, Quality DB. Access, Usage, and Quality are used as an indicator of Digital Financial Inclusion (DFI).

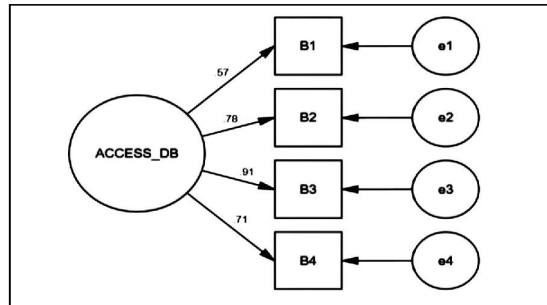
Table1.1 Descriptives & SRW of the Items of Digital Banking

Variables	x	S. D	Sk.	Kur.	SRW
Access DB(ADB)	3.718	.7262	-.487	-.025	
B1:Information provided by bank regarding the digital banking is relevant for me.	3.86	.789	-1.186	2.511	0.571
B2:Bank provides me timely information regarding the digital banking.	3.79	.894	-.838	.409	0.777
B3:Bank provides me complete information regarding the digital banking.	3.65	.955	-.725	.023	0.913
B4:Bank provided me the complete guide to use digital banking.	3.58	.920	-.529	-.328	0.713
Usage DB(UDB)	4.211	.5301	-.532	.879	
B5:Ifrequently use digital banking.	4.10	.743	-.860	1.116	0.548
B6:I find digital banking as a better option against cash.	4.15	.767	-1.019	1.695	0.758
B7: Digital banking provides me the convenience to use it 24x7.	4.31	.663	-.925	1.675	0.721
B8:Ithink that I can enjoy the service of digital banking 24 hours.	4.29	.649	-.670	.829	0.567
Quality DB (QDB)	3.861	.6900	-.688	1.384	
B9:I believe that I am completely aware of digital banking.	4.00	.790	-1.103	2.347	0.620
B10:I am satisfied with the process of digital banking.	3.98	.738	-1.104	2.643	0.845
B11: I am fully satisfied with digital banking.	3.91	.799	-.720	.715	0.910
B12:I believe that digital banking will assure me of an error free transaction.	3.55	.995	-.619	.146	0.707

Source : Survey.*Note:x:Mean; S.D: Standard Deviation;Sk.:Skewness; Kur.:Kurtosis; SRW: Standardized Regression Weights*
CFA model for Access Digital Banking

CFA (Figure 1.2) is conducted on the latent construct i.e., Access DB, which consisted of four items: B1: Information provided by bank regarding the DB is relevant for me; B2: Bank provides me timely information regarding the DB; B3: Bank provides me complete information regarding the DB; B4: Bank provided me the complete guide to use DB.

Figure 1.2 : CFA Model for Access-Digital Banking



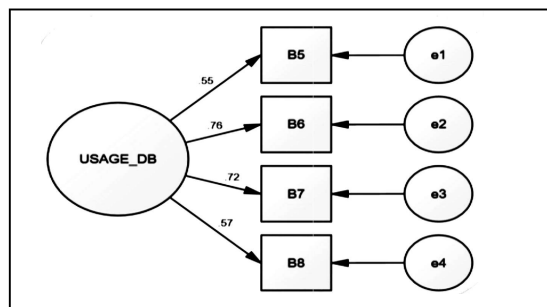
Source : Survey. Note: DB: Digital Banking; B1: Information provided by bank regarding the DB is relevant forme; B2: Bank provides me timely information regarding the DB; B3: Bank provides me complete information regarding the DB; B4: Bank provided me the complete guide to use DB.

of these items were 0.571, 0.777, 0.913 & 0.713 respectively, which are greater than 0.50. This helps in establishing the convergent validity of the latent construct. While Composite/Construct Reliability (CR) (=0.837) & Cronbach's alpha (=0.831) were above 0.70 (table 1.1), which helps in establishing the reliability of the construct. Thus, this construct is both reliable and valid.

CFA model for Usage DB

CFA (Figure 1.3) is conducted on the latent construct i.e., Usage DB, which consisted of four items: B5: I frequently use DB; B6: I find DB as a better option against cash; B7: DB provides me the convenience to use it 24x7; B8: I think that I can enjoy the service of DB 24 hrs.

Figure1.3 : CFAModelforUsage-Digital Banking



Source: Survey. Note: DB: Digital Banking; B5: I frequently use DB; B6: I find DB as a better option against cash; B7: DB provides me the convenience to use it 24x7; B8: I think that I can enjoy the service of DB 24 hrs.

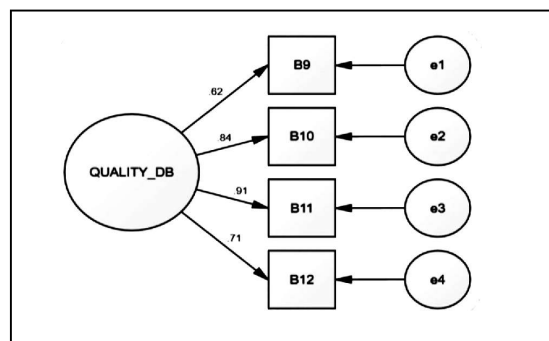
I think that I can enjoy the service of DB 24 hrs. items were 0.548, 0.758, 0.721 & 0.567

respectively, which are greater than 0.50. This helps in establishing the convergent validity of the latent construct. While Composite/Construct Reliability (CR) (=0.747) & Cronbach's alpha (=0.740) were above 0.70 (table 1.1), which helps in establishing the reliability of the construct. Thus, this construct is both reliable and valid.

CFA model for Quality DB

CFA (Figure1.4) is conducted on the latent construct i.e., Quality DB, which consisted of four items: B9: I believe that I am completely aware of DB; B10: I am satisfied with the process of DB; B11: I am fully satisfied with DB; B12: I believe that DB will assure me of an error free transaction. items were 0.620, 0.845, 0.910 & 0.707 respectively, which are greater than 0.50. This helps in establishing the convergent validity of the latent construct. While Composite/Construct Reliability (CR) (=0.858) & Cronbach's alpha (=0.844) were above 0.70 (table 1.1), which helps in establishing the reliability of the construct. Thus, this construct is both reliable and valid.

Figure 1.4 : CFA Model for Quality-Digital Banking



Source : Survey. Note: DB: Digital Banking; B9: I believe that I am completely aware of DB; B10: I am satisfied with the process of DB; B11: I am fully satisfied with DB; B12: I believe that DB will assure me of an error free transaction.

Table 1.2 : Regression Model Summary

Independent Variable	Dependent Variable	R	R ²	Adjusted R ²	Standard Error of Estimate
ADB	ADFS	0.790	0.624	0.610	0.31794
URD	UDFS	0.583	0.340	0.321	0.41928
QDB	QDFS	0.593	0.351	0.336	0.35867

Source : Survey

Table 1.3 : ANOVA Results in Case of Regression

Independent Variable	Dependent Variable	F	Sig. Value
ADB	ADFS	42.605	0.000
UDB	UDFS	17.810	0.000
QDB	QDFS	62.486	0.000

Source: Survey.

Table1.4 : One-Way ANOVA Output of Age-Digital Banking

Variable	Nature	Sum of Squares	df	Mean Square	F	Sig.	Remarks
ADB	Between Group	3.705	2	1.853	3.598	.029	Significant
	Within Group	108.644	211	.515			
	Total	112.350	213				
UDB	Between Group	.403	2	.201	.714	.491	Insignificant
	Within Group	59.467	211	.282			
	Total	59.869	213				
QDB	Between Group	.198	2	.099	.207	.813	Insignificant
	Within Group	101.228	211	.480			
	Total	101.427	213				

Source: Survey.*Note: Grouping Variable(Age): 18-25,26-49and50&above*

Table 1.5 : One-Way ANOVA Output of Religion-DB

Variable	Nature	Sum of Squares	df	Mean Square	F	Sig.	Remarks
ADB	Between Group	1.079	2	.540	1.023	.361	Insignificant
	Within Group	111.270	211	.527			
	Total	112.350	213				
UDB	Between Group	2.269	2	1.135	4.156	.017	Significant
	Within Group	57.600	211	.273			
	Total	59.869	213				
QDB	Between Group	1.924	2	.962	2.040	.133	Insignificant
	Within Group	99.503	211	.472			
	Total	101.427	213				

*Source : Survey. *Note: Grouping Variable (Religion): Hinduism, Muslims & Other*

Table 1.6 : One-Way ANOVA Output of Education- DB

Variable	Nature	Sum of Squares	df	Mean Square	F	Sig.	Remarks
ADB	Between Group	3.440	4	.860	1.650	.163	Insignificant
	Within Group	108.910	209	.521			
	Total	112.350	213				
UDB	Between Group	1.798	4	.450	1.618	.171	Insignificant
	Within Group	58.071	209	.278			
	Total	59.869	213				
QDB	Between Group	.368	4	.092	.191	.943	Insignificant
	Within Group	101.058	209	.484			
	Total	101.427	213				

Source : Survey. *Note : Grouping Variable(Education): Up to Higher Secondary (Class12th), Graduate, Post-Graduate, Diploma/Certificate/Professional Course and Higher Studies(M.Phil.,Ph.D. etc.).*

Table 1.7 : One-Way ANOVA Output of Occupation- DB

Variable	Nature	Sum of Squares	df	Mean Square	F	Sig.	Remarks
ADB	Between Group	3.305	3	1.102	2.121	.099	Insignificant
	Within Group	109.045	210	.519			
	Total	112.350	213				
UDB	Between Group	1.306	3	.435	1.561	.200	Insignificant
	Within Group	58.563	210	.279			
	Total	59.869	213				
QDB	Between Group	.839	3	.280	.584	.626	Insignificant
	Within Group	100.588	210	.479			
	Total	101.427	213				

Source : Survey. *Note: Grouping Variable (Occupation): Employee, Self-Employed, Business and Not Employed/ Dependent/ Student.*

Table 1.8 : One-Way ANOVA Output of Income-Digital Banking

Variable	Nature	Sum of Squares	df	Mean Square	F	Sig.	Remarks
ADB	Between Group	3.396	6	.566	1.075	.378	Insignificant
	Within Group	108.953	207	.526			
	Total	112.350	213				
UDB	Between Group	2.028	6	.338	1.209	.303	Insignificant
	Within Group	57.842	207	.279			
	Total	59.869	213				
QDB	Between Group	3.699	6	.616	1.306	.256	Insignificant
	Within Group	97.728	207	.472			
	Total	101.427	213				

Source : Survey. *Note: Grouping Variable (Income INR): 0-16000, 16000-32000, 32000-48000, 48000-64000, 64000-80000, 80000-96000, 96000 & above*

Table 1.9 : T-Test Output of Gender-Digital Banking

Variable	Grouping Variable	Mean	Std. Deviation	t	df	Sig.	Remarks
ADB	Male	3.7302	.76263	.281	212	.779	Insignificant
	Female	3.7017	.67473	.288	200.447	.774	Insignificant
UDB	Male	4.2381	.55123	.879	212	.380	Insignificant
	Female	4.1733	.49908	.895	198.244	.372	Insignificant
QDB	Male	3.8889	.75137	.707	212	.480	Insignificant
	Female	3.8210	.59324	.737	208.764	.462	Insignificant

Table 1.10 : T-Test Output of Marital Status-Digital Banking

Variable	Grouping Variable	Mean	Std. Deviation	t	df	Sig.	Remarks
ADB	Married	3.7042	.79878	-.202	212	.840	Insignificant
	Unmarried	3.7255	.69030	-.192	123.187	.848	Insignificant
UDB	Married	4.1620	.53134	-.962	212	.337	Insignificant
	Unmarried	4.2360	.52973	-.961	139.402	.338	Insignificant
QDB	Married	3.8099	.56135	-.763	212	.446	Insignificant
	Unmarried	3.8864	.74631	-.838	178.866	.403	Insignificant

Source : Survey.

Conclusion :

This finding suggests that digital finance access, usage, and quality are major predictors of digital financial inclusion. Thus, it can be claimed that digital financial inclusion is affected by three factors: 'Access', 'Usage' & 'Quality'. It should also be observed that, of the three factors, 'Quality' has the greatest influence on digital financial inclusion, followed by 'Usage' and 'Access'. This suggests that if a bank provides high-quality services to its consumers, individuals would use digital finance more and more. As a result, steps must be done to increase the quality of digital financial services (DFS), as higher quality will improve the access and application dimensions of digital financial inclusion. This will assist the economy in achieving greater digital financial inclusion. This study further concludes that the situation of digital financial inclusion in the regions of Dakshina Kannada District is quite satisfactory. Also, the inclusiveness in the regions of Dakshina Kannada District is partially significant. To further improve the status of digital financial inclusion, measures must be taken to change the perceived image of DFS in the eyes of the public. This study suggests that the in Dakshina Kannada District, DFS are associated with higher risk because all the items of perceived risk, which implied that most of the people weren't able to make their stance clear in case of perceive drisk. Such a dilemmain the mind of the people can hamper the growth of the use of digital finance in Dakshina Kannada District. Also, the respondent of people towards DFS directly impacts digital financial inclusion, thus anegative and it will impact digital financial inclusion negatively, while positive result will impact digital financial inclusion positively.

References

1. Barnett, V., & Lewis, T. (1994). *Outliers in Statistical Data (3rd edition)*. John Wiley & Sons.
2. Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multi method matrix. *Psychological Bulletin*, 56(9), 81-105.
3. Carter, N. J., Schwertman, N. C., & Kiser, T. L. (2009). A comparison of two box plot methods for detecting univariate outliers which adjust for sample size and a symmetry. *Statistical Methodology*, 6(6), 604-621.
4. Cook, J. R. (1973). *An adjustment procedure for multicollinearity in multiple regression analysis*. Doctoral dissertation, Texas Tech University.
5. Field, A. P. (2009). *Discovering statistics using SPSS: and sex and drugs and rock n roll in windows (3rd edition)*. London: Sage Publication.
6. Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50.
7. Gao, S., Mokhtarian, P. L., & Johnston, R. A. (2008). Non normality of data in structural equation models. *Transportation Research Record*, 2082, 116-124. Doi: DOI:10.3141/2082-14
8. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1995). *Multivariate data analysis with readings (4th ed.)*. Englewood Cliffs, NJ: Prentice Hall.
9. Kennedy, K. N., Lassk, F. G., & Goolsby, J. R. (2002). Customer mind-set of employees throughout the organization. *Journal of the Academy of Marketing Science*, 30 (2), 159-171.
10. Kline, R. B. (2010). *Principles and practice of structural equation modeling (3rd ed.)*. New York: Guilford Press.
11. Mendenhall, W., Reinmuth, J. E., & Beaver, R. J. (1993). *Statistics for management and economics*. Belmont: Duxbury Press.

Policyholders' Awareness of Endorsement on Insurance Companies

Mrs. K. Merlin Chithra Selvi¹, Dr. Marimuthu, K N²

1. *Ph.D Research Scholar; Reg. No. 18134011062015, Department of Management Studies, Manonmaniam Sundaranar University, Tirunelveli*
2. *Assistant Professor; Department of Management Studies, Manonmaniam Sundaranar University, Tirunelveli*

Abstract

The insurance business consists of various players who work in a variety of fields. Life insurers are concerned with legacy planning and the replacement of capital, medical costs and property, fatality, or accident insurance. In this study, researcher studied the policyholders' perception of enactment on insurance companies in Tuticorin District and to study the policy holders' awareness of insurance policies and the policy holders' awareness towards performance of Insurance Companies. The researcher used some arithmetic tools. It is found that necessity of timely payment of premium is influenced the respondents to buy the insurance policy. Insurance Claim & Benefits and Agents Guidance and Premium Payment" influenced the policy holders' level of satisfaction towards insurance policies. Timely information to Policy holders, Services of Insurance Companies and Responsibilities of Insurance Companies" influenced the policy holders' level of satisfaction towards performance of insurance companies.

Keywords : Perception, Insurance Policies, Insurance Companies

Introduction :

The insurance industry is comprised of an array of players who work in various regions. Life insurers are concerned with legacy planning and the replacement of capital, medical costs and property, fatality, or accident insurance. Insurance safeguards money against loss. It is a type of risk management that is primarily used to mitigate the risk of a contingent or uncertain loss. Insurance companies can be structured as either traditional stock corporations with outside investors or as mutual corporations with policyholders as owners. An insured as well as policyholder is an individual or organization who purchases insurance. The insurance

companies assurance to provide the protected in the occasion of a harm.

Objectives of the Study :

- To study towards the policy holders' awareness of insurance policies.
- To study the policy holders' awareness towards performance of Insurance Companies.
- To offer suggestions to policy holders about the long term financial benefits and security offered by Insurance Companies.

Research Methodology :

- Researcher selected non-probability sampling technique. The type of sampling used is Convenience Sampling. Prepared questionnaire used for data collection. The statistical used for research of collected data are Percentage Analysis, co-efficient of variation and Factor Analysis.

Data Analysis and Interpretation :

1.1 Percentage Analysis

Demographic Variables		Number of Policyholders	%
Sex	Male	69	54.8
	Female	57	45.2
	Total	126	100
Age	15 - 25	22	17.5
	26 - 35	17	13.5
	36 - 45	30	23.8
	46 - 55	44	34.9
	Above 55	13	10.3
	Total	126	100
Educational Qualification	Illiterate	14	11.1
	SSLC	31	24.6
	HSC	6	4.8
	Diploma	9	7.1
	UG	45	35.7
	PG	21	16.7
	Total	126	100

Occupation	Employee	49	39
	Business & Professionals	46	36.5
	Agriculturist	11	8.7
	Others	20	15.8
	Total	126	100
Marital Status	Married	98	77.8
	Unmarried	28	22.2
	Total	126	100
Monthly Income	Up to Rs.15000	77	61.1
	Rs.15001 – Rs.30000	37	29.4
	Rs.30000 – Rs.45000	3	2.4
	Rs.45000 – Rs.60000	6	4.8
	Above Rs.60000	3	2.4
	Total	126	100

Table 1.2 Respondents' Awareness Towards Insurance Policy

Awareness	Mean Value	Std. Dev.	Co-effie. of var.	t-value	Rank
The agents provide correct details.	3.896	1.171	30.056	37.327	II
Necessity of timely payment of premium.	3.722	1.032	27.727	40.464	I
Non-payment of insurance premium causes lapse of policy.	3.690	1.127	30.542	36.739	III
Accidental Insurance claim details provided.	3.412	1.181	34.613	32.418	IV
Bonus & Policies benefits informed properly.	3.349	1.304	38.937	28.825	V
Health Insurance policy benefits informed.	3.198	1.252	39.149	28.668	VI
Insurance Policy covering full medical benefits.	2.936	1.319	44.925	24.989	VII

1.2 Factor Analysis :

Factor analysis seeks to identify underlying variables, or factors, that explain the pattern of correlations within a set of observed variables.

Reliability Analysis :

The Instrument is reliable meanwhile the Cronbach's Alpha is higher than 0.6 which is at the acceptable level of reliability of the scaled items. If the Cronbach's Alpha is higher than 0.7, it means highly reliable scale, research meets the universal standard. Cronbach's Alpha is 0.762. Number of items are 7.

Table 1.3 Level of Awareness Towards the Insurance Policy

	Scale Mean	Scale Variance	Corrected Item	Cronbach's Alpha
Agents provide correct details.	20.3095	22.887	.435	.742
Necessity of timely payment of premium.	20.4841	23.852	.419	.745
Non-payment of insurance premium causes lapse of policy.	20.5159	24.684	.284	.770
Accidental Insurance claim details provided.	20.7937	21.941	.524	.723
Bonus & Policies benefits informed properly.	20.8571	20.507	.587	.708
Health Insurance policy benefits informed.	21.0079	21.816	.492	.730
Insurance Policy covering full medical benefits.	21.2698	20.135	.614	.701

KMO Value is 0.75 and p value is 0.000. The KMO value means sample accuracy should be greater than 0.60 and nearest to 1. KMO point for Sampling Adequacy is 0.752. Furthermore, the Probability Value (0.000) must be lower than 0.05 significance level.

Table 1.4 Total Difference Enlightened

Eigenvalues			Squared Loadings			Rotation Sums		
Total	% of Difference	Accumulative %	Total	% of Difference	Accumulative %	Total	% of Difference	Accumulative %
2.915	41.644	41.644	2.915	41.644	41.644	1.618	23.117	23.117
1.197	17.107	58.751	1.197	17.107	58.751	1.536	21.940	45.057
.823	11.756	70.507	.823	11.756	70.507	1.417	20.241	65.299
.688	9.829	80.336	.688	9.829	80.336	1.053	15.037	80.336
.551	7.869	88.205						
.492	7.026	95.231						
.334	4.769	100.000						

Thus, the four factors enlightened 80.33% of the discrepancy between homogeneous variable factors.

Table 1.5 Alternated Element Matrix^a

	Element	
	One	Two
The agents provide correct details.	.227	.707
Necessity of timely payment of premium.	.139	.785
Non-payment of insurance premium causes lapse of policy.	.049	.648
Accidental Insurance claim details provided.	.764	.123
Bonus & Policies benefits informed properly.	.656	.367
Health Insurance policy benefits informed.	.838	-.031
Insurance Policy covering full medical benefits.	.755	.255

Naming of Factors: Rotated matrix reveals that variables 4, 5, 6 & 7 are grouped under factor 1; that variables 1, 2 & 3 are grouped under factor 2;

F1 = Insurance Claim & Benefits

F2 = Agents Guidance & Premium Payment

1.3 Level of Awareness Towards Performance of Insurance Companies :

Cronbach's Alpha is .692 and the Number of items are 10 KMO Value is 0.696 and the p value is 0.000.

Table 1.6 Total Difference Enlightened

Eigenvalues			Squared Loadings			Rotation Sums		
Total	% of Difference	Accumulative %	Total	% of Difference	Accumulative %	Total	% of Difference	Accumulative %
2.785	27.853	27.853	2.785	27.853	27.853	2.245	22.454	22.454
1.291	12.913	40.767	1.291	12.913	40.767	1.462	14.623	37.077
1.179	11.793	52.560	1.179	11.793	52.560	1.325	13.252	50.330
1.049	10.491	63.052	1.049	10.491	63.052	1.272	12.722	63.052
.857	8.566	71.618						
.803	8.034	79.652						
.611	6.112	85.764						
.514	5.138	90.903						
.474	4.737	95.640						
.436	4.360	100.000						

Thus, the four factors enlightened 63.052% of the variance between homogeneous variable factors.

Table 1.7 Alternated Element Matrix^a

	Element			
	One	Two	Three	Four
Easy accessibility.	.090	.812	-.171	.254
Easy approachability.	.222	.761	.226	-.224
Remembrance of premium due date.	.765	.205	.020	-.066
Timely information of policy benefits.	.754	.155	-.022	.091
Responsibilities to customers.	.555	-.163	.415	-.153
Reasonable penalty charges	.602	.129	.186	.190
Providing promised services.	.578	-.040	-.028	.537
Customer feedback system.	.165	.301	.716	.057
Development of technological capability.	.028	.052	.154	.884
Satisfaction towards Insurance policies.	-.009	-.143	.707	.113

Table 1.8 Total Difference Enlightened

S. No.	Eigenvalues			Squared Loadings			Rotation Sums		
	Total	% of Difference	Accumulative %	Total	% of Difference	Accumulative %	Total	% of Difference	Accumulative %
1	2.785	27.853	27.853	2.785	27.853	27.853	2.015	20.153	20.153
2	1.291	12.913	40.767	1.291	12.913	40.767	1.624	16.243	36.396
3	1.179	11.793	52.560	1.179	11.793	52.560	1.616	16.165	52.560
4	1.049	10.491	63.052						
5	.857	8.566	71.618						
6	.803	8.034	79.652						
7	.611	6.112	85.764						
8	.514	5.138	90.903						
9	.474	4.737	95.640						
10	.436	4.360	100.000						

The three aspects enlightened 52.56% of the variance between homogeneous variable factors.

Table 1.9 Rotated Element Matrix^a

	Element		
	One	Two	Three
Easy accessibility.	.691	.203	-.395
Easy approachability.	.780	-.193	.095
Remembrance of premium due date.	.580	.246	.345
Timely information of policy benefits.	.508	.390	.290
Responsibilities to customers.	.162	.084	.683
Reasonable penalty charges	.383	.401	.366
Providing promised services.	.181	.734	.168
Customer feedback system.	.301	.040	.538
Development of technological capability.	-.093	.789	-.061
Satisfaction towards Insurance policies.	-.170	.058	.571

Factor Naming:

F1 = Timely information to Policy holders

F2 = Services of Insurance Companies

F3 = Responsibilities of Insurance Companies

Findings :

Percentage Analysis: Male respondents 54.8% of those responded to the survey in this study. (34.9%) of those responded to the survey are between the ages of 46 and 55. 35.7% of respondents have completed their undergraduate studies. 39% of respondents are workers. 77.8% of those responded to the survey are married. 61.1% of respondents' monthly income is up to Rs.15000 and respondents have more than four family members is 42.1 percent.

Co-efficient of Variation: it can be concluded from the Table that variable 'Necessity of timely payment of premium' is ranked in the first place, as it influences the "respondents' opinion towards insurance policy" to the greatest extent followed by 'The agents provide correct details', 'Non-payment of insurance premium causes lapse of policy' and 'Accidental Insurance claim details provided' in that order.

Factor Analysis: It is found out from factor analysis that the data's seven variables are reduced to two, and each factor is associated with the corresponding variables. Out of 7 statements regarding the policy holders' level of satisfaction towards insurance policy, "Insurance Claim & Benefits and Agents Guidance and Premium Payment" influenced the policy holders' level of satisfaction towards insurance policies.

Factor analysis reveals that the data's ten variables are reduced to three, and each factor is associated with the corresponding variables. Out of 10 statements regarding policy holders' level of satisfaction towards performance of companies, "Timely information to Policy holders, Services of Insurance Companies and Responsibilities of Insurance Companies" influenced the policy holders' level of satisfaction towards performance of insurance companies.

Suggestions :

- Give more advertisements about the insurance companies and its policies and schemes to persuade individuals are encouraged to purchase insurance.
- Companies can promote insurance positively and highlight the beneficial benefits a plan provides to its customers.
- Insurance Companies should provide adequate training to staff of the insurance company for Quick Grievances handling System.
- Insurance Companies should have direct contact with customers to give latest services, remembrance of premium due date and getting customer feedback system through SMS, E-mail, direct telephone...etc. to have direct contact.
- Insurance Companies can conduct guest lectures, seminars and exhibitions for the agents and policyholders to update their knowledge about insurance schemes, benefits to the dependents and sharing the latest notification of IRDA.

Conclusion :

According to the findings of the study, the insurance industry is extremely competitive. Insurance is one of the market's developing sectors; many private companies are entering this sector to profit as well as provide new services to customers. The demands of policyholders

are greatly served by life insurance corporations in the public sector. The majority of respondents learnt about the services through brokers, and the majority of policyholders are happy with their policies, according to the survey. The study's findings show that respondents are pleased with how insurance firms have performed. Because of this, insurance businesses can only be successful if they can stay in touch with their clients.

Reference

- Hariharan Ganeshan & Nagarajan, S 2017, 'Customer perception on service quality with reference to public insurance sector in Coimbatore District', *International Journal of Management Research & Review*, vol. 7, no. 4, pp. 513 – 520.
- Unas, AW & Ram Kumar, S 2015, 'A study on policyholders satisfaction on service of LIC: reference to Coimbatore District', *International Journal of Informative and Futuristic Research*, vol. 2, no. 10, pp. 3620 – 3626.
- Nisamudheen, T 2013, 'A comparative study of customer perception about insurance company with special reference to LIC and HDFC Standard Life Policies', *Asian Journal of Managerial Science*, vol.2, no. 1, pp. 35 – 39.

A Study on Impact of Emotional Intelligence on the Behaviour and Job Performance of Teachers working in Autonomous Colleges, Nagercoil

S. Merlin Vista ¹, Dr. M. Mary Helen Stella²

1. *Research Scholar, (Reg. No: 11952), Department of Commerce, Holy Cross College (Autonomous), Nagercoil*
2. *Head and Associate Professor, Department of Commerce, Holy Cross College (Autonomous), Nagercoil*

Abstract

As a social scientist, emotional intelligence plays a significant role; it impacts a teacher's behavior when working in an organization, and it is critical to their success. It is widely believed that teachers are the backbone of the educational system. Educators play a crucial role in transferring knowledge in specific subjects and in helping students grow to their full potential, develop appropriate attitudes, and develop their personalities. It is a teacher's responsibility to generate this energy in himself and use it to educate the boys and girls who come to him/her for assistance. Students need to be inspired as well as instructed by their teachers. Research project aims to identify factors influencing emotional intelligence, as well as the impact of emotional intelligence on teachers' behavior and performance. This study combines primary and secondary data. Garret's ranking method, and Likert's Five Point scale were used to analyse and interpret the collected data.

Keywords : Emotional Intelligence, Teachers, Performance

Introduction :

Teachers' emotional intelligence has gained a lot of attention in recent years due to its importance in educational institutions. As a result, one develops self-awareness, which includes being able to control one's own and others' emotions, and being able to choose between them and using these emotions to make decisions and set one's own life goals. Therefore, this skill is essential to a teacher's effectiveness.

Statement of the problem :

Educators' emotional intelligence is essential to their success in the social sciences; it has direct effects on how they behave in the classroom and at work. Educators with high emotional intelligence communicate with constructive intentions and control their emotions carefully rather than responding to situations based on impulses generated by emotional events. Therefore, this study helps to researcher to identify the impact of Emotional Intelligence on the behavior and job performance of teachers working in autonomous colleges, Nagercoil.

Objectives of the Study :

- To find out the factors which give emotions to the respondents.
- To identify the impact of Emotional Intelligence on teachers' behaviour.
- To identify the impact of Emotional Intelligence in promoting job performance of respondents.

Methodology :

Data from both primary and secondary sources are analysed in the present study. 75 sample respondents were interviewed with the help of an interview schedule for collecting primary data. Secondary data is gathered from books, magazines, journals, relevant projects, and the Internet. To obtain information, the researcher used a simple random sampling method. Garret's ranking method, and Likert's Five Point scale were used to analyse and interpret the collected data.

Data Analysis and Interpretation :

The researcher has collected the data, analysed and inference are drawn based on the analysis.

Factors Which Give Emotions :

Enhancing our emotional intelligence allows us to build healthier relationships, increase self-awareness, and create a more meaningful life. The following table shows the factors which give emotions to the respondents.

Table 1 Factors which gives Emotions

S. No.	Factors	Highly agree	Agree	Indifferent	Disagree	Strongly Disagree	Total	Mean Score	Rank
1	Lack of Reward	11(55)	36(144)	9(27)	19(38)	-	264	3.52	II
2	Lack of Control	5(25)	33(132)	15(45)	20(40)	2(2)	244	3.253	V
3	Physical burden	13(65)	38(152)	9(27)	13(26)	2(2)	272	3.63	I
4	Lack of Support	5(25)	36(144)	9(27)	21(42)	4(4)	242	3.23	VI
5	Social relation	8(40)	32(128)	6(18)	26(52)	3(3)	241	3.213	VII

6	Stress at work	15(75)	27(108)	12(36)	18(36)	3(3)	258	3.44	III
7	Uncertainty in work place	7(35)	24(96)	11(33)	29(58)	4(4)	226	3.013	IX
8	Unpleasant in Work condition	15(75)	23(92)	9(27)	25(50)	3(3)	247	3.293	IV
9	Work overload	11(55)	23(92)	13(39)	23(46)	5(5)	237	3.16	VIII

Source: Primary Data :

Out of nine statements recording the factors which give emotion to the sample respondents, the first three ranks are given to “physical burden” “lack of reward” and “stress at work” with its mean score of 3.63, 3.52, 3.44 respectively. It reveals that physical burden is the main factor which gives emotions while at work.

Impact on Teachers’ Behaviour :

Emotional Intelligence focuses on Behavioural aspects. Behavioural intelligence focuses on skills that directly influence ones’ own emotions and others emotions.

Table 2 Impact on Teachers' Behaviour

S. No.	Behavioural Pattern	Highly agree	Agree	In Different	Disagree	Strongly Disagree	Total Score	Mean Score	Rank
1	Adaptability	18(90)	45(180)	7(21)	3(6)	2(2)	299	3.99	V
2	Confidence	23(115)	45(180)	5(15)	2(4)	-	314	4.19	I
3	Commitment	25(125)	41(164)	4(12)	5(10)	-	311	4.15	II
4	Initiative	22(110)	43(172)	8(24)	1(2)	1(1)	309	4.12	III
5	Sense of Humour	20(100)	31(124)	14(42)	9(18)	1(1)	285	3.8	IX
6	Perseverance	12(60)	47(188)	13(39)	3(6)	-	293	3.91	VI
7	Perception	10(50)	49(196)	12(36)	4(8)	-	290	3.87	VIII
8	Proactive	10(50)	48(192)	15(45)	2(4)	-	291	3.88	VII
9	Realization	18(90)	48(192)	6(18)	3(6)	-	306	4.08	IV

Source : Primary Data

The above table shows that by using the Likert’s 5 point scaling technique it was found that Confidence got I rank in Behavioural Pattern and followed by Commitment got II rank in the Behavioural Pattern . It shows sense of Humour scored the Last rank. Therefore it is not highly preferred by respondents. It portrait that Emotionally Intelligent person will have a greater Confidence compare to the others.

Impact on Job Performance :

The following table reveals the Impact of Emotional Intelligence on Job performance of the respondents.

Table 3 Impact of Emotional Intelligence on Job Performance

S. No.	Impact	Excellent	Very good	Good	Average	Poor	Total	Mean Score	Rank
1	Attendance	28(140)	35(140)	11(33)	1(2)	-	315	4.2	I
2	Attitude	21(105)	41(164)	10(30)	3(6)	-	305	4.07	VII
3	Achievement Orientation	16(80)	42(168)	15(45)	2(4)	-	297	3.96	XIII
4	Co-operation	20(100)	37(148)	17(51)	1(2)	-	301	4.013	X
5	Communication Skill	20(100)	38(152)	16(48)	1(2)	-	302	4.03	VIII
6	Efficiency	22(110)	33(132)	18(54)	2(4)	-	300	4	XI
7	Enthusiasm	25(125)	30(120)	15(45)	5(10)	-	300	4	XI
8	Interpersonal Communication	15(75)	39(156)	16(48)	4(8)	1(1)	288	3.84	XIV
9	Job Knowledge	25(125)	37(148)	13(39)	-	-	312	4.16	III
10	Obedience	23(115)	34(136)	16(48)	1(2)	1(1)	302	4.03	VIII
11	Punctuality	25(125)	37(148)	10(30)	3(6)	-	309	4.12	IV
12	Productivity	13(65)	40(160)	16(48)	5(10)	1(1)	284	3.79	XV
13	Self-confidence	30(150)	30(120)	14(42)	1(2)	-	314	4.19	II
14	Self-control	25(125)	35(140)	13(39)	2(4)	-	308	4.11	V
15	Trust worthiness	28(140)	28(112)	17(51)	2(4)	-	307	4.093	VI

Source: Primary Data :

Out of fifteen factors, the first rank is given to “Attendance” with the mean score of 4.2, second rank is given to “self-confidence” with the mean score of 4.19 and the last rank is given to “Productivity” with the mean score of 3.79. It is clear that majority respondents are trying to be regular for the classes. Greater the Emotional Intelligence lesser the labour turnover such as absenteeism, absconded etc., Instead there will be good attendance and their level of Self-confident is also high.

Suggestion :

The researcher wishes to give some suggestions based on the findings.

- It is necessary to create good rapport among teachers which may help them to control their emotions.
- Teachers can improve their sense of humour which will control their emotions which may lead improvement in teaching.
- The management can increase the payment of teachers which will motivate the teachers to be successful person in their teaching profession.

Conclusion :

Emotional intelligence plays a significant role in improving educators' performance. Teachers are often involved in both positive and negative emotions, so it is important that they are aware of their own emotions as well as those of others, use them effectively, and regulate them accordingly.

References:

- Murali P, Chandraiah.K, (2009) "Effect of emotional intelligence and study skills on academic performance of pupils with social and emotional problems", Sri Venkadeswara University, Tirupathi, page 27-35.
- SarithaAlfrida Rodrigues, Jyoti.S (2013) "Leader's emotional intelligence motivation and organizational effectiveness", University of Mysore, Mysore, page 32-45.
- <https://unu.edu/publications/articles/achieving-gender-equality-in-india-what-works-and-what-doesnt.html>
- <http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm>
- <http://www.change-management-coach.com/self-awareness.html>.

A Study on Awareness of Indian Government Schemes towards Entrepreneurs in Nagercoil

Dr. M. Charles Dayana

Assistant Professor of Commerce,
Holy Cross College (Autonomous), Nagercoil.

Abstract

An entrepreneur is someone who starts a business and face financial risk with the intention of making money. This survey details the degree of scheme awareness among entrepreneurs. The goal is to investigate the degree of knowledge about the programs of federal government schemes offers to entrepreneurs. This information was gathered from a structured survey that had 75 respondents. The researchers have applied simple statistical tools like percentage Analysis, Garrett Ranking method and liker's five point scaling techniques to analyze the collected data. In this study both primary and secondary have been collected from entrepreneurs in Nagercoil town. Collected data were analysed with the help of statistical tools and suggestions are given based on findings.

India remained confined to within four walls of their homes and their immense strength and potential remained unrecognized and unaccounted for. Now, they are increasingly participating in all spheres of activities. The fact remains that the citadels of excellence in academic, politics, administration, business and Industry are no longer the prerogatives of men in India. The general consensus that is emerging in all discussions relating to the development of entrepreneurs should form an integral part of all development efforts. The experience of the US where the share of continuously on increase, strengthens the view that the future of MSMEs depends very much on the entry of women in to industry. Several national and international Organisations and agencies have appreciated the need for and importance of developing women entrepreneurs in recent years. Government schemes that can help Entrepreneurs in India grow their small business. The main reason for non-utilization of the Government Schemes is lack of awareness of various entrepreneurship schemes promoted by Central and State Government. Hence, a majority of the entrepreneurs are not aware of schemes promoted by the Government.

Statement of the Problem :

The Indian government set aside reasonable amount of money which entrepreneurs who have business ideas can borrow in business. Entrepreneurs are encouraged to start a business in order to have their own Income thus they become an independent and depend upon government scheme. Various non government organizations (NGOs) also offer financial support to entrepreneurs in India and encourage and each them how they can be making their own money by starting various business activities. Even if some entrepreneurs did not know the various schemes are available from state government and central government. So the researcher conducted study about awareness government schemes available Entrepreneurs.

Objectives of the Study :

- To identify the level of awareness of government schemes towards entrepreneurs
- To analysis the problems faced by entrepreneurs

Research Methodology :

In order to achieve the objectives of the study both primary and secondary data were collected by the researchers. Primary data were collected through a well-structured questionnaire from entrepreneurs in Nagercoil town. The questionnaire developed for collecting the data was administered to 75 respondents and their responses were collected through filled up questionnaire. Secondary data were collected from books, magazines, journals, previous projects, internet sources and websites.

Awareness Level of Indian Schemes :

There are various schemes are presented for entrepreneurs to promote their business in India. The below table shows the awareness level of Indian government schemes towards respondents.

S. No.	Particulars	Excellent	Very Good	Good	Bad	Very Bad	Total	MS	Rank
		5	4	3	2	1			
1	Start up India initiative.	(100) 20	(76) 19	(60) 20	(6) 3	(13) 13	255	3.4	I
2	Atal incubation centre	(45) 9	(88) 22	(81) 27	(6) 3	(14) 14	234	3.12	II
3	SIP-EIT	(50) 10	(56) 14	(99) 33	(6) 3	(15) 15	226	3.01	V
4	PMEGP	(40) 8	(40) 10	(108) 36	(8) 4	(17) 17	213	2.84	VII
5	PMMY	(55) 11	(68) 17	(81) 27	(12) 6	(14) 14	230	3.06	IV
6	DICF	(45) 9	(64) 16	(78) 26	(14) 7	(17) 17	218	2.90	VI
7	Start up India	(70) 14	(76) 19	(57) 19	(14) 7	(16) 16	233	3.10	III

Source : Primary Data

Out of seven factors the rank allotted to the awareness level of Indian schemes. The total numbers of respondents are 75. First rank is allotted to Startup India initiative. The second rank is allotted to Atal incubation centre. The third rank is allotted to Startup India. The fourth rank is allotted to PMMY. The fifth rank is allotted to SIP- EIT. The sixth rank is allotted to DICF and the seventh rank is allotted to PMEGP.

Problems Faced by Entrepreneurs

S. No.	PARTICULARS	SA	A	N	D	SD	TOTAL	MS	RANK
		5	4	3	2	1			
1	Lack of confidence	(125) 25	(124) 31	(30) 10	(12) 6	(3) 3	294	3.92	I
2	Lack of education	(60) 12	(116) 29	(63) 21	(18) 9	(4) 4	261	3.48	V
3	Lack of communication skills	(55) 11	(112) 28	(75) 25	(14) 7	(4) 4	260	3.46	VI
4	Inadequate training	(50) 10	(120) 30	(78) 26	(14) 7	(2) 2	264	3.52	IV
5	Male dominated society	(85) 17	(92) 23	(60) 20	(14) 7	(8) 8	259	3.45	VII
6	Lack of knowledge of latest information related technology	(60) 12	(104) 26	(72) 24	(22) 11	(2) 2	260	3.46	VI
7	Financial problems	(90) 18	(116) 29	(60) 20	(10) 5	(3) 3	279	3.72	II
8	Risk in business	(90) 18	(100) 25	(72) 24	(8) 4	(4) 4	274	3.65	III
9	Lack of government schemes	(90) 18	(96) 24	(75) 25	(10) 5	(3) 3	274	3.65	III

Source : Primary Data

Out of nine factors the rank allotted to the problems faced by entrepreneurs based on their importance. The total number of respondents is 75. First rank is allotted to lack of confidence. The second rank is allotted to financial problems. The third rank is allotted to both lack of government schemes and risk in business. The fourth rank is allotted to inadequate training. The fifth rank is allotted to lack of education. The sixth rank is allotted to lack of knowledge of latest information related technology and lack of communication skills. The seventh rank is allotted to male dominated society.

Suggestions :

- All club members should also extend necessary assistance to Government for promoting awareness of entrepreneurship schemes among entrepreneurs.
- Government should take necessary steps for backward areas to provide the schemes facilities.
- Awareness programme can be made in schools, colleges, offices and workplace.

- Banks should prominently display various entrepreneur schemes promoted by the Government at their branches.
- Government should take necessary steps to those people who are willing to become an entrepreneur but they are weak in financially.

Conclusion :

Entrepreneurs are increasing day by day and there are many people are interested to become an entrepreneur. Because of financial problems and lack of awareness towards government schemes they won't be able to become an entrepreneur. To tackle and to overcome this problems government should take necessary steps to create awareness towards entrepreneurs. In spite of Government initiatives, only a few entrepreneurs are benefited. To increase the number of beneficiaries, the state Government has to adopt a constant monitoring system.

Reference:

- Dr. M. Karuppanasamy (2021), "Analysis is on Awareness of the Indian Government Schemes among the Women Entrepreneurs of Madurai District" "International Journal of Research Publication and Reviews" Volume-2 , Issue-2, page no: 146-158.
- G. Lakshmi Priya (2021), "A study on women entrepreneur's awareness about government schemes special reference to Chennai district, Tamil nadu" "International Journal of Management" Volume-12, Issue-9, page no: 55-83, September.
- VimolwanYukongdi (2020), "The influence of family, human, social capital & government support services on women entrepreneurial Start-up Decisions" "Review of integrative business and economics research", Volume-9, Issue-1, page no: 307-318.
- M. Amutha (2020), "Impact of problems on the success of women entrepreneur" "International Journal of Management" Volume-11, Issue-11, page no:3778-3783, November.
- M. Amutha (2020), "Problems and prospects of women entrepreneurs in TamilNadu" "International Journal of Management" Volume-11, Issue-12, page no: 4262-4267, December.
- Sushmita Singh (2020), "Role of Government Schemes and Initiatives in Growth of Indian Handloom Industry" Volume-10, Issue-2, page no: 0976-5174, October.
- Samuel AnbuSelvan. S.C.B (2019), "Government schemes for women entrepreneurs in India" "International journal of multidisciplinary researches" Volume-5, Issue-2, page no: 2349-8684, March.

Impact of Work-Life Consequences in Personal-Life of the College Teachers

Dr. B.Anisha¹, Dr.C.L.Jeba Melvin²

1. *Assistant Professor, Department of Management Studies, N.M. Christian College/ M.S. University, Tirunelveli, India*
2. *Associate Professor and Head of Research Centre, N.M. Christian College/ M.S. University, Tirunelveli, India*

Abstract

Work & life are the most important aspects in everyone's life. Nowadays, management has started recognizing the needs and value of work-life balance. It has three important components namely, work, life and balance. The term work includes paid employment, while life includes activities outside works. Life activities outside the concept of paid work and it includes family, companions and society. The term, balance fits different implications. Balance gives fulfillment and great working at work and at home with at least disputes. In this research article researcher has tried to find out the factors which influence the personal-life due to the work-life. Totally eleven factors have been studied under unexpected consequences of work-life in personal-life. The respondents are the Arts and Science College Teachers in Kanyakumari District and total four hundred and twenty nine college teachers have been selected for this study.

Keywords : Work-Life, Personal-Life and College Teachers.

Introduction :

Balance between fun and serious activities is the idea of adjusting work and family responsibilities developed gradually around all area which was started in 1986, USA¹. The interlinked ideas of balance between fun and serious activities and work-life struggle have acquired popularity in the new years. It is due to the changes in the society and the workplace. The stereotypes of the male bread-winners are as of now not significant as most ladies are branching on a mission to work and support the family². Balance between fun and serious activities alludes to the capacity of individual to seek after outcome in their work and recreation lives, without the pressure from one side ability to satisfy the experience of the other³. A good work-life balance is the situation where workers feel that they are having the capacity to

balance their work and everyday life activities⁴. Good balance between fun and serious activities is generally significant for every person to be more efficient and effective thereby attaining job satisfaction which gives success in his or her work.

Review of Literature :

One out of four Canadians report that their work responsibilities interfere with their capacity to satisfy their commitments at home. Ladies are more conceivable than men to report wide levels of occupation over-inconvenience and parental figure strain. This is considering the way that ladies commit a greater number of hours out of each and every week than men to non-sort out work, for example, childcare, senior idea will without a doubt have basic responsibility regarding dismissed work, for example, household work⁵.

The work obstruction with family is more normal than personal burden with work and will undoubtedly be impacted by working environment factors and steady administrator practices. Backing from managers has been accounted to lessen work job struggle, job equivocallness, and resultant work-family strife⁶.

One work or one-vocation technique is concerning couples; one accomplice takes on all the more requesting profession while different takes a less requesting activity to satisfy family requests. Representatives additionally recruit assist around the house with diminishing the extent of work around the home or journey for help from relatives or companions⁷.

A few couples delay having youngsters so they can concentrate on their profession and have less requests at home while they develop their vocation⁸.

Objectives of the Study :

1. To study the unexpected consequences of work life in personal life.
2. To provide suggestions to overcome the consequences of the college teachers.

Hypotheses of the Study :

1. There is no significant variation to the variable 'Age' of the college teachers' with respect to 'Unexpected consequences of work life in personal life'
2. There is no significant variation to the variable 'Salary' of the college teachers' with respect to 'Unexpected consequences of work life in personal life'

Research Methodology :

In the current exploration study, essential information has been gathered from different Arts and Science college teachers in Kanyakumari District. For the research work, only Self-Financed course teachers have been selected and simple random sampling method has used to gather the information. Total respondents are four hundred and twenty nine college teachers. Secondary data has been gathered through different articles and books. The strategy for information assortment is the interview schedule.

Analysis :

1. 'Age of the college teachers' with respect to 'unexpected consequences of work life in personal life'

In this study, 429 college teachers were selected and these teachers are classified based on age. The ANOVA table is used to concentrate on the huge distinction that exists among the sub-factors and the age group of the college teachers.

Testing of Hypothesis :

The hypothesis is, **There is no significant variation between 'Age of the college teachers' and 'Unexpected consequences of work life in personal life'**. The result obtained is explained in the table 1

Table 1

Age of the college teachers and Unexpected consequences of work life in personal life

Unexpected consequences of work life in personal life	Age	N	Mean	S.D.	Source of Variation	df	Mean Square	F-value	p-value
Work demands interfere with personal life	22-31	125	2.86	1.203	Between group	3	6.6771.658	4.027	0.008**
	32-41	257	3.31	1.327					
	42-51	37	3.14	1.206	Within Group				
	Above 52 years	10	3.70	1.567					
	Total	429	3.17	1.301					
Work keeps one away from family	22-31	125	2.44	.928	Between group	3	6.4841.325	4.893	0.002**
	32-41	257	2.75	1.263					
	42-51	37	2.95	.815	Within Group				
	Above 52 years	10	3.60	1.647					
	Total	429	2.70	1.167					
Time taken in college makes it difficult to fulfill family obligations	22-31	125	2.26	.872	Between group	3	9.4691.213	7.809	0.000**
	32-41	257	2.66	1.208					
	42-51	37	3.05	1.129	Within Group				
	Above 52 years	10	1.80	.422					
	Total	429	2.56	1.127					

Work occupies time intended to be enjoyed with family	22-31	125	2.46	.866	Between group	3	7.1691.214	5.904	0.001**
	32-41	257	2.84	1.164					
	42-51	37	3.05	1.268	Within Group				
	Above 52 years	10	2.00	1.414					
	Total	429	2.72	1.121					
College obligations force changes in plans for family time	22-31	125	3.24	1.328	Between group	3	7.3211.537	4.764	0.003**
	32-41	257	3.53	1.234					
	42-51	37	4.08	.894	Within Group				
	Above 52 years	10	3.20	1.317					
	Total	429	3.48	1.256					
Work related strain prompts changes in family exercises	22-31	125	2.90	1.054	Between group	3	4.9331.284	3.842	0.010**
	32-41	257	3.07	1.180					
	42-51	37	3.46	1.120	Within Group				
	Above 52 years	10	2.30	.823					
	Total	429	3.03	1.144					
There is no time to finish work	22-31	125	2.74	1.135	Between group	3	5.5701.452	3.835	0.010**
	32-41	257	2.60	1.249					
	42-51	37	3.16	1.236	Within Group				
	Above 52 years	10	1.90	.568					
	Total	429	2.68	1.217					
The type of attempt to adjust liabilities at work and home are frequently met	22-31	125	2.90	1.139	Between group	3	8.1441.358	5.996	0.001**
	32-41	257	3.07	1.218					
	42-51	37	3.46	.989	Within Group				
	Above 52 years	10	1.80	.422					
	Total	429	3.03	1.186					

Work demands leads to irritability in personal life	22-31	125	2.49	1.075	Between group	3	2.3061.472	1.567	0.197
	32-41	257	2.77	1.289					
	42-51	37	2.76	1.090					
	Above 52 years	10	2.70	1.252					
	Total	429	2.69	1.216					
The pressure of adjusting liabilities at home and work frequently bring about feeling sincerely depleted	22-31	125	2.78	.972	Between group	3	1.6981.293	1.313	0.270
	32-41	257	2.91	1.217					
	42-51	37	3.16	1.041					
	Above 52 years	10	2.60	1.265					
	Total	429	2.89	1.138					
Work requests make it hard to keep up with the sort of relationship with mate and family or children as one likes.	22-31	125	2.58	1.094	Between group	3	.8951.488	0.601	0.614
	32-41	257	2.71	1.303					
	42-51	37	2.49	.989					
	Above 52 years	10	2.70	1.252					
	Total	429	2.65	1.218					

Source : Statistically analyzed data

Note: ** Denotes significance at 1 per cent level

Table 1 signifies that, since the p-value is less than 0.01 the null hypothesis is rejected at a 1% level of significance. Hence, there is a significant variation between the age of the college teachers and concern variables such as work demands interfere with personal life (0.008), work keeps one away from family (0.002), time taken in college makes it difficult to fulfill family obligations (0.000), Work occupies time intended to be enjoyed with family (0.001), college obligations force changes in plans for family time (0.003), work- related strain prompts changes in family exercises (0.010), there is no time to finish work (0.010) and The type of attempt to adjust liabilities at work and home are frequently met (0.001). The college teachers who are between the age group of 42 years and 51 years are facing this strain. It is due to the health issues they have mental stress which reflects on their family responsibilities.

2. 'Salary of the college teachers' with respect to 'unexpected consequences of work life in personal life'

In this study, 429 college teachers were selected and these teachers are classified based on salary. The ANOVA table is used to study the significant difference that exists among the sub-factors and the salary group of the teachers.

Testing of Hypothesis :

The hypothesis is, **There is no significant variation between ‘Salary of the college teachers’ and ‘Unexpected consequences of work life in personal life’.** The result obtained is explained in the table 2

Table 2

Salary of Teachers and Unexpected consequences of work life in personal life

Unexpected consequences of work life in personal life	Salary	N	Mean	S.D.	Source of Variation	df	Mean Square	F-value	p-value
Work demands interfere with personal life	Rs. 10,000-20,000	281	2.95	1.218	Between group	2	19.733 1.608	12.270	0.000**
	Rs. 20,001-30,000	142	3.59	1.369					
	Rs. 30,00-40,000				Within Group				
	Total	429	3.17	1.301					
Work keeps one away from family	Rs. 10,000-20,000	281	2.38	1.046	Between group	2	39.941 1.180	33.846	0.000**
	Rs. 20,001-30,000	142	3.28	1.157					
	Rs. 30,001-40,000	6	3.50	1.225	Within Group				
	Total	429	2.70	1.167					
Time taken in college makes it difficult to fulfill family obligations	Rs. 10,000-20,000	281	2.38	1.131	Between group	2	13.224 1.214	10.890	0.000**
	Rs. 20,001-30,000	142	2.89	1.025					
	Rs. 30,001-40,000	6	3.17	1.472	Within Group				
	Total	429	2.56	1.127					
Work occupies time intended to be enjoyed with family	Rs. 10,000-20,000	281	3.23	1.236	Between group	2	27.618 1.455	18.978	0.000**
	Rs. 20,001-30,000	142	3.99	1.145					
	Rs. 30,001-40,000	6	3.50	1.225	Within Group				
	Total	429	3.48	1.256					

College obligations force changes in plans for family time	Rs. 10,000-20,000	281	2.80	1.152	Between group	2	23.352 1.206	19.363	0.000**
	Rs. 20,001-30,000	142	3.50	.980					
	Rs. 30,001-40,000	6	3.17	1.169	Within Group				
	Total	429	3.03	1.144					
Work related strain prompts changes in family exercises	Rs. 10,000-20,000	281	2.72	1.089	Between group	2	1.142 1.256	0.909	0.404
	Rs. 20,001-30,000	142	2.70	1.178					
	Rs. 30,001-40,000	6	3.33	1.211	Within Group				
	Total	429	2.72	1.121					
There is no time to finish work	Rs. 10,000-20,000	281	2.44	1.176	Between group	2	22.008 1.385	15.892	0.000**
	Rs. 20,001-30,000	142	3.13	1.166					
	Rs. 30,001-40,000	6	2.83	1.472	Within Group				
	Total	429	2.68	1.217					
The type of attempt to adjust liabilities at work and home are frequently met	Rs. 10,000-20,000	281	2.90	1.190	Between group	2	6.485 1.382	4.693	0.010**
	Rs. 20,001-30,000	142	3.27	1.143					
	Rs. 30,001-40,000	6	3.00	1.265	Within Group				
	Total	429	3.03	1.186					
Work demands leads to irritability in personal life	Rs. 10,000-20,000	281	2.59	1.207	Between group	2	4.194 1.465	2.862	0.058
	Rs. 20,001-30,000	142	2.86	1.195					
	Rs. 30,001-40,000	6	3.17	1.722	Within Group				
	Total	429	2.69	1.216					

The pressure of adjusting liabilities at home and work frequently bring about feeling sincerely depleted	Rs. 10,000-20,000	281	2.69	1.041	Between group	2	15.379 1.230	12.505	0.000**
	Rs. 20,001-30,000	142	3.26	1.224					
	Rs. 30,001-40,000	6	3.17	1.329	Within Group				
	Total	429	2.89	1.138					
Work requests make it hard to keep up with the sort of relationship with mate and family or children as one likes.	Rs. 10,000-20,000	281	2.41	1.134	Between group	2	26.944 1.365	19.744	0.000**
	Rs. 20,001-30,000	142	3.15	1.245					
	Rs. 30,001-40,000	6	2.17	.753	Within Group				
	Total	429	2.65	1.218					

Source : Statistically analyzed data

Note : ** Denotes significance at 1 per cent level

Table 2 signifies that, Since p-value is less than 0.01 the null hypothesis is rejected at a 1% level of significance. Hence, there is a significant variation between the salary of the college teachers and concern variables such as work demands interfere with personal life (0.000), Work keeps one away from family (0.000), time taken in college makes it difficult to fulfill family obligations (0.000), Work occupies time intended to be enjoyed with family (0.000), college obligations force changes in plans for family time (0.000), there is no time to finish work (0.000), The type of attempt to adjust liabilities at work and home are frequently met (0.010), The pressure of adjusting liabilities at home and work frequently bring about feeling sincerely depleted (0.000) and Work requests make it hard to keep up with the sort of relationship with mate and family or children as one likes (0.000). When the salary is high, the responsibilities of the college teachers will be more, they have to work additional hours in the college which negatively influence their personal life.

Findings, Suggestions and Conclusion

Findings :

The college teachers who are between the age group of 42 years and 51 years face this strain. It is due to the health issues they have which reflects on their family responsibilities. When the salary is high the responsibilities of the college teachers will be more, they have to work additional hours in the college which negatively influence their personal life. These were the major findings from this research study.

Suggestions :

The college teachers within the age group of 42 years and 51 years have teenage kids. They should mingle with the kids in a friendly manner which will reduce the stress regarding their kids. They should also save money from the beginning of their career to reduce the financial issues related to the higher education of their children. By practicing yoga and meditation they can improve their psychological problems. The college teachers who earn salary between Rs. 20,001 and Rs. 30,000 should put a monthly budget, to reduce the expenses and increase the saving for future. The college teachers who earn the salary between Rs. 30,001 and 40,000 can reduce the burden by splitting the work of single members in the department.

Conclusion :

The family and work life are important to college teachers. If these two are not maintained properly, it will create unnecessary tension. The college teachers should try to save money in their early stage of their profession which will reduce the tension of their kids higher education. The college teachers should take cares of their diet properly and do exercise for the well-being of their physic. For emotional well-being the teachers should have some family outing or get together to keep their mind in peace.

References

1. Blog.hubspot.com/marketing/work-life-balance.
2. Bhatnagar, D. and Rajadhyaksha, U. (2001). Attitudes towards work and family roles and their implications for career growth of women: A report from India. *Sex Roles*, 45, 549-565. doi:10.1023/A:1014814931671.
3. M. Noon, and P. Blyton, (2007). *The realities of work-experiencing work and employment in contemporary society*, 3rd ed., New York: Palgrave, 436, ISBN 1-4039-9493-5. doi: 10.7202/018585ar
4. F. Moore, (2007). Work-life balance: contrasting managers and workers in an MNC. *Employee Relations*, 29(4), 385-399. DOI: 10.1108/01425450710759217
5. Higgins, C., Duxbury, L., and Lyons, S. (2007). Reducing work-life conflict: What works? What doesn't? Ottawa: Public Health Agency of Canada.
6. Lauzun, H. M., Morganson, V. J., Major, D. A., and Green, A. P. (2010). Seeking work-life balance: Employees' requests, supervisors' responses, and organizational barriers. *The Psychologist-Manager Journal*, 13(3), 184–205. <https://doi.org/10.1080/10887156.2010.500953>
7. Jennings, J. and McDougald, M. (2007). Work-family interface experiences and coping strategies: Implications for entrepreneurship research and practice. *Academy of Management Review*, 32(3), 747-760. <https://doi.org/10.5465/amr.2007.25275510>.
8. Hewlett, S. (2002). Executive women and the myth of having it all. *Harvard Business Review*, 80 (4), 66-73.

A Passion for Government Jobs Among Prospective Employees

Dr. P. Geetha¹, Dr. A. Benazir²

1. *Assistant Professor of Commerce, PG & Research Department of Commerce
Sadakathullah Appa college, Tirunelveli – 627011*
2. *Assistant Professor of Commerce, PG & Research Department of Commerce
Sadakathullah Appa college, Tirunelveli – 627011*

Abstract

The government job is a dream for many job aspirants and one post in government sector there are thousands of applicants willing to fight for that one post. This study has been conducted on the aspirants preparing for government exams focusing on aspects such as the factors influencing them towards government jobs, pros and cons of private and government jobs in their view, problems faced by employees working in private sectors, unemployment problem and their mode of coaching in preparing for their government exams. The main objectives of the present study are to find out the motivating and demotivating factors towards Government Jobs among prospective employees. The study suggested that private sector should also provide a certain level of job security to its employees. With a view to stop exploitation of workers, the government came out with a plethora of labour welfare laws from time to time.

Keywords :

Prospective Employees, Motivating and Demotivating factors of Government Jobs

1.1 Introduction :

The government job is a dream for many job aspirants because right from the childhood we are told that once you get good government job your life is set and that is the reason why for one post in government sector there are thousands of applicants willing to fight for that one post.

1.2 Review of Literature :

Edwards, Kochung&Quinter, Migunde (2011), the aim of this research was to find out the factors influencing career choice among secondary school students. Descriptive survey design method was used with a population of 332 students. The data collection was done

using questionnaire and interview schedules. The outcomes of this research revealed that the most influential factors affecting career choices among students are the advancement opportunities and the learning experiences.

Seema Pandey (2016) conducted a study on “Improvising skill development & employability potential through higher education, research & innovations in India”. The objective of the study was to collect lessons learned from past policy interventions, how higher education institutes can contribute in successful skill development of the country which is the flagship programme of the government and observed that in India, both the government sector and the private sector have realized the critical role education plays in building skilled manpower and in turn boosting economic growth.

1.3 Objective of the study :

- 1) To study the influence of demographic factors on respondents' perception towards Government jobs.
- 2) To study the motivating factors towards Government Jobs
- 3) To Find out the Demotivating factors towards Government Jobs
- 4) To know the findings of the study and to give suggestions based on the study.

1.4 Significance of the study :

This study has been conducted on the aspirants preparing for government exams focusing on aspects such as the factors influencing them towards government jobs, pros and cons of private and government jobs in their view, problems faced by employees working in private sectors, unemployment problem and their mode of coaching in preparing for their government exams.

It has been observed that the desire of government job arose in the minds of respondents due to their personal ambition, High salary and less work pressure are the main advantages of government job according to them. This study is focused on the factors that motivated them towards government jobs.

1.5 Statement of the problem

Main problems faced by private sector employees is that they are grossly under paid and extracts maximum work by employer. They undergoing stress, overtime, targets set by the employer which has no rational basis. Job security is worse in private sector.

Government job employees have Job security than Private employees. And they earn fair salary and enjoys too many perks. These factors motivated youth to have passion on Government jobs. Therefore, present study focuses mainly on “**A Passion for Government Jobs Among Prospective Employees**”

1.6 Area of the study :

Area of the study for the present project is Palayamkottai.

1.7 Research period :

Period of research work is Oct 2022 to Dec 2022

1.8 Research instrument :

The work is carried out through questionnaire method.

1.9 Sample size and Design :

A sample of 76 respondents are taken on the basis of convenience sampling method.

1.10 Data collection :

Both Primary and Secondary data have been used

1.11 Data analysis :

The data is analyzed on the basis of suitable table by using MS Excel.

1.12 Statistical tool used :

The data collected was subjected to Average and Percentage / frequency to find the major problematic factors. Percentage analysis and Weighted average method are used for the present study.

1.13 Limitation of the study :

1. The outcome of the study restricted to employees preparing for government jobs only.
2. The study was limited to Palayamkottai only.
3. Due to the time constrain, the researcher has adopted the Convenience sampling technique.

1.14 Data analysis and interpretation :

The Collected were analyzed and presented below.

1.14.1 Gender wise classification of the respondents

Gender wise classification of the respondents is presented in below table 1.1

Table no 1.1 Gender

S. No.	Gender	No of Respondents	Percentage
1	Male	16	21
2	Female	60	79
	Total	76	100%

Source : Primary data

From the above table no 1.1 it is clear that the data is collected from 76 respondents of different fields trying to get government jobs. Among that 16 male respondents and 60 female respondents are taken for the present study.

It is inferred that majority of the respondents are female respondents.

1.14.2 Factors motivated respondents towards government jobs

The factors that motivated the sample respondents are presented in the below Table 1.2

Table no 1.2 Factors motivated the respondents towards government job

S. No.	Factors	No of respondents	Percentage
1	High salary	14	19
2	Personal ambition	17	22
3	Benefits provided by the Government	10	13
4	Family	9	12
5	Respect and Recognition	8	11
6	Independence	10	13
7	Role model job	8	10
	Total	76	100%

Source: primary data

From the above table 1.2 it is observed that high salary motivated 19 percent of the respondents towards government jobs. Personal ambition motivated 22 percent of the respondents towards government jobs. 13 percent of the respondents is motivated by Benefits provided by government. 12 percent of the respondents are motivated by their family towards government jobs. Respect and recognition from government jobs motivated 11 percent of the respondents towards government jobs. Independence motivated 13 percent of the respondents 10 percent of the respondents towards government jobs because of their role models job.

It is inferred that 22 of the respondents are motivated towards government jobs due to personal ambition.

1.14.3 Monetary benefits motivating respondents towards government jobs

Factors motivated respondents towards government jobs is given in below table no 1.3

Table no 1.3 Monetary benefits motivating respondents towards government jobs

Weighted average method

S. No.	Factors	Weighted score	Weighted average score	Rank
1	High salary	324	4.26	I
2	Promotion	308	4.05	III
3	Government quarters	298	3.92	IV
4	Transport concessions	295	3.88	V
5	Canteen facility	290	3.82	VI
6	Salary payable during medical leave	310	4.01	II

Source : primary data

From the above table 1.3 it is derived that, high salary secured the first rank with average of 4.26. Salary payable during medical leave secures second rank with the average of 4.08. Promotions secured third rank with the average of 4.05. Provision of government quarters secures fourth rank with the average 3.92. Transport concessions secures fifth rank with average of 3.88. Canteen facilities secured sixth rank with average of 3.82.

It is cleared that high salary secured first rank with the average of 4.26

1.14.4 Non-monetary benefits motivating respondents towards government jobs

Non-monetary benefits motivating respondents towards government jobs are given below table 1.4

Table 1.4 Non-monetary benefits motivating respondents towards government jobs Weighted average method

S. No.	Factors	Weighted score	Weighted average score	Rank
1	Prestige	301	3.96	V
2	Job security	319	4.2	I
3	Fixed working hours	314	4.13	II
4	Availability of decent number of holidays	304	4	IV
5	Easy work life balance	309	4.1	III

Source : primary data

From the above table 1.4 it is observed that job security secured first place with the average of 4.2. Fixed working hours secured second place with the average of 4.13. Easy work life balance secured third place with the average of 4.1. Availability of decent number of holidays secured fourth rank with the average of 4. Prestige from government job secured tenth place with the average of 3.96.

It is clear that job security secured the first rank in non-monetary benefit with the average of 4.2.

1.14.5 Factors de motivating respondents towards government job

Factors de motivating the respondents towards government jobs are mentioned in the below table 1.5

Table 1.5 Demotivating factors of government job - Weighted average method

S. No.	Factors	Weighted score	Weighted average score	Score
1	Lazy work environment	292	3.84	I
2	Lack of appraisals	265	3.48	VI
3	Difficult selection process	289	3.80	III

4	Corruption	288	3.7	IV
5	Lack of opportunities for self-development	292	3.84	I
6	Boredom	267	3.5	V

Source : primary data

From the above table 1.5 it reveals that lazy work environment and lack of opportunities secured first rank with the average of 3.84. Difficult selection process secured third rank with the average of 3.8. Corruption secured fourth rank with the average of 3.7. Boredom secured fifth rank with the average of 3.5. Lack of appraisals secured sixth rank with the average of 3.48.

It is observed that lazy work environment and lack of opportunities secured first rank with the average of 3.84.

1.15 Findings and Suggestions :

1. Majority of the respondents are female respondents
2. 76 percent of the respondents are unmarried.
3. 59 percent of the respondents started preparation of government jobs after the completion of their degree.
4. 22 of the respondents are motivated towards government jobs due to personal ambition.
5. 31 percent of the respondents became aware of government jobs through teacher motivation
6. High salary secured first rank with the average of 4.26 in monetary benefits of government jobs.
7. Job security secured the first rank in non-monetary benefit with the average of 4.2.
8. Lazy work environment and lack of opportunities secured first rank with the average of 3.84.
9. High salary secured first rank with the average of 3.98.
10. Good job location and no political pressure secures first rank in non-monetary privileges by the sample respondents.
11. Low salary secures first rank with the average of 4.04.
12. Forced to achieve target secured first place with the average of 4.32
13. 30 percent of the respondents says lack of hard work is the problem in getting government jobs.
14. Majority of the respondents prefers online coaching.
15. 29 percent of the respondents prefers going institutes due to the greater number of tests conducted in academies.
16. Substandard teaching standard is the drawback of institutional coaching in view of 41 percent of respondents.

17. 21 percent of the respondents says self-study format is the privilege of online coaching.
18. 30 percent of the respondents reveals limited reach is the drawback of online coaching.
19. 42 percent of the respondents were missing their regular classes while preparing for government exams along with major studies.
20. 14 percent of the respondents suffers from increased stress while preparing for government exams along with their major studies
21. 63 percent of the respondents found it difficult for poor people to government jobs.
22. 32 percent of the respondents were satisfied with the way government conducts exams and recruits' persons.

1.16 Suggestions :

The craze towards government jobs is increasing among the youngsters due to high salary, low work pressure and job security. It is suggested that private sector should also provide a certain level of job security to its employees. With a view to stop exploitation of workers, the government came out with a plethora of labour welfare laws from time to time. For example, these are Minimum Wages Act, Payment of Wages Act, Shops & Establishment Act, Gratuity Act, Bonus Act, Factory Act, Employees State Insurance Act, Provident Fund Act, Trade Union Act, Industrial Disputes Act and so on should be strictly implemented and followed. It is observed government sector employees suffers from lack of opportunities for their personality growth. Government should conduct more training and programmes for their personality development.

1.17 Conclusion :

India is the big labour market hence the private employees are employed with minimum salary. To promote the growth of their companies especially IT sector, employees are forced to achieve target with a high salary which will leads them to depression. Prestige for government employees among people is still prevailing today. Some of the benefits are lagged (like Promotion and benefit) to Government sectors. Government should take necessary actions to eradicate such dissatisfaction factors prevailing in the Sectors.

References:

1. Seema Pandey, Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India, International Journal of Innovative Research in Science, Engineering and Technology, 2016
2. shodhgangotri.inflibnet.ac.in

Factors Influencing Consumer Purchasing Behaviour : A Green Marketing perspective in Kerala

Dr. Dhanya. K.M.

*Assistant Professor in Commerce
Sreenarayanaguru Open University, Kollam, Kerala, India*

Abstract

India's economy is expanding quickly as a result of rising national product consumption. Because of "Make in India" and rising consumer demands, we are having difficulty protecting our natural environment while meeting consumer demands. Numerous academics have noted a significant shift in consumer behaviour over the past few decades, from selecting things based on factors like size, colour, and flavour to factors like the environment and health. The research aims to pinpoint the elements influencing green cosmetics among the students at Kerala University, Thiruvananthapuram, using a combination of quantitative and qualitative methods, including convenient and random sampling, on 200 university students. The hypothesis and intermediate variable of students' perception are used to analyse the data and determine the effects of green marketing on university students. Using the intermediate variable "students' perception" and the hypotheses, the data are analysed with the aid of SPSS software using Cronbach's alpha, exploratory factor analysis, multi-linear regression, and the PATH model to test the model and determine the effects of green marketing on students' cosmetic purchase decisions at the University of Kerala. The study's results are referred to as the "four Cs," which stand for "green commodity, green cost, green convenience, and green communication." The decision of the pupil to purchase cosmetics is influenced by all of these factors. The strongest motivators for students to buy green goods are price and commodity, followed by communication and then convenience. In the complicated situation of chemical cosmetics, which are seriously detrimental to consumers' health, this study offers some workable solutions for green cosmetics to encourage more students to use green products.

Keywords : Green Marketing, Purchase Decision, Consumer Perception, Green commodity, green cost, green convenience, and green communication.

1. Introduction :

Due to their direct connection to human safety and physical health, environmental degradation and global warming are current events around the globe. People's purchasing

behaviour is influenced by their growing awareness of environmental problems. More than 80% of respondents in a global Accenture poll said they thought about a product's environmental performance before buying it. In recent years, the phrase "green product" has gained popularity. According to the Organization for Economic Cooperation and Development (2009), "green products" are those that prevent, restrict, lessen, or otherwise handle harmful environmental effects on the water, air, and soil. Unleaded gasoline, eco-friendly detergents, recycled goods, ozone-friendly sprays, and organic foods are just a few examples of the many green products available today (Schlegelmilch et al., 1996; Titterington et al., 1996). For some product categories with significant environmental effects, eco-labels are offered in order to be recognised and trusted by consumers. For some product categories with significant environmental effect, eco-labels are offered in order to be recognised and trusted by consumers. Approximately 43% of all cotton used by H&M in 2018 came from green sources (such as organic, recycled, and better cotton), and the company intends to use only 100% recycled or other sustainably sourced materials by 2030.

The purpose of the research is to examine how effective green marketing is in influencing consumer image and behaviour. The research objectives measure the student's purchasing intention of green cosmetics. The students' perceived benefit of the green marketing mix will be explored and measured in this model, which will result in a comprehensive research model. Students are more likely to buy green cosmetics from the market if they perceive the benefits of green marketing to be higher, and the PATH model is used to test the experimental model using the intermediate variable.

2. Theoretical Background :

2.1 Green Marketing :

Three definitions of "green marketing" are provided by the American Marketing Association (AMA): First, "green marketing" refers to advertising for goods that are ostensibly safe for the environment (retail definition). Second, green marketing refers to the development and advertising of products whose purpose is to lessen negative environmental impacts or improve their quality (Social Marketing Definition). Third, "green marketing" refers to efforts made by businesses to produce, market, package, and repurpose products in a manner that is conscious of or responsive to environmental problems (Environmental Definition).

2.2 Green Cosmetics :

In contemporary marketing, the words "green" and "organic" are now used interchangeably. When consumers see the term "green cosmetic," they naturally think it refers to a company or product that is friendly to the environment. Cosmetics created with natural ingredients and renewable raw materials are referred to as "green" and "sustainable" cosmetics. Petrochemical components made from gasoline, an unstable and non-renewable fuel, are used by many companies. On the other hand, the green cosmetics movement is built on bio-based oleochemicals, which are derived from renewable plant and bacterial sources. Going green has become more popular as a result of the dangers posed by climate change, global warming, and environmental concerns (Santos F. Bruno, 2015). Environmental awareness

among consumers has grown over time. Their makeup purchasing habits are evolving. Their mindset is shifting as a result of living a healthy lifestyle and protecting the ecosystem. They favour natural, safe goods free of chemicals. bringing these ethical and sustainable beauty companies into 2022. The companies are Khadi Naturals, Kama Ayurveda, Aveda, Mama Earth, MCaffeine, Plum, Earth Rhythm, The Body Shop, MCaffeine, The Moms Co., and so forth.

2.3 Marketing Mix into Green Marketing :

2.3.1 Green Product : The product, or “green product,” is the first P of the marketing mix. Many companies today take very seriously the procedures used to create their goods. While assessing how manufacturing affects the atmosphere, several new processes and systems have been implemented. Businesses trying to cut manufacturing costs by using plastic and other fibre materials to make manufactured tangible goods lighter and cheaper have the most trouble. In this case, polymers are thought to be excellent metal alternatives. Businesses will find it challenging to defend their position on eco-friendly products if they are using such cheap, non-biodegradable materials in their operations.

2.3.2 Green Price : Price is the amount a customer spends to purchase a product. The expense of materials, product differentiation, competition, market share, and the customer’s perception of a product’s value are some of the elements that have an impact on a product’s price. The issue of how businesses can guarantee green marketing while setting product prices arises when it comes to pricing.

2.3.3 Convenience : According to Charter, Peattie, Ottman, and Polonsky (2002), when making decisions about green distribution, organisations may take into account the location of the corporate office and how the facilities are set up for the ease of suppliers, distributors, and retailers.

2.3.4 Communication : Campaigns can be carried out using a range of marketing strategies, according to Charter, Peattie, Ottman, and Polonsky (2002). Strategies and claims made by the company must be supported by acceptable studies and data. Customers and other stakeholders should get information in a consistent manner, and the business should use caution when responding to complaints or offensive statements. The company must coordinate and be consistent with all of its information.

2.4. Perceived Benefit :

According to a study by Kim and Chung (2011), consumer personalities and values have an impact on their intention to make green purchases. Personal norms are characterized by Jansson et al. (2010) as sentiments of moral obligation to act. They claimed that personal norms are established by merging social norms into a consistent personal value system, which is supposed to create a willingness to behave in a pro-environmental way. To this aim, Kim and Choi (2005:593) suggested that “people are more likely to engage in such behaviours in support of their worries for the environment if they have a strong sense that their environmentally-conscious behaviour would have a beneficial impact.” As a result, self-efficacy beliefs may affect one’s propensity to engage in environmentally conscious behaviour.

2.5 Customer Retention :

Customer retention is the process by which companies or organisations are able to keep their existing clients by cultivating a rapport with everyone who avails themselves of their products or services (Kotler, 2008). Customer retention marketing is a tactical approach based on buyer behaviour. Social value, according to Sweeney and Soutar, is “the utility derived from the product’s capacity to improve social self-concept.” As a result, societal value typically results from using services that are shared with others. A benefit of a product or service that aims to save people’s desires for praise or societal pride is referred to as social value.

3. Objectives of the study :

1. To examine the effect of a Green Marketing mix of cosmetics on consumers’ perceived benefits.
2. To examine the effect of Green Marketing driven Consumer retention.

4. Hypothesis Development :

The purchase selection process described by Blackwell et al. as well as earlier research frameworks (Howard & Sheth, 1969; Kontic & Biljeskovic, 2010; Kumar et al., 2012; Arseculeratne & Yazdanifard, 2014; FuiYend & Yazdanifardm, 2015) served as the foundation for this study’s research model (2001). According to student perception, the four developing green marketing factors are examined in Marketing 4Cs in a novel manner. This research looked at the 4Cs of green marketing to see if each would have a direct impact on not only the student’s choice to buy cosmetics but also to have more convenient marketing channels to increase the number of consumers buying green products. The study is based on the following theories:

- H1: Green commodities improve students’ apparent benefit.
- H2: The green cost has a positive impact on students’ perceived benefit.
- H3: Green convenience increases students’ perceived advantage.
- H4: Green communication improves students’ perceptions of advantage.
- H5: The apparent benefit of students influences their retention.
- H6: There is a significant relationship between Perceived benefit and purchase retention

5. Research Methodology

With a sample size of 200 pupils from the University of Kerala, convenient sampling was also used. The study process started with the development of research objectives and the establishment of the theoretical framework. Finally, a formal scale was developed, and the quantitative research method was used to quantify the factors influencing the student’s buying retention of green cosmetics. SPSS 20.0 software was used to analyse primary data in order to determine the impact variables influencing purchase decisions, which included Cronbach’s Alpha, exploratory factor analysis, multilinear regression, and PATH analysis.

Structural Equation Model :

Table : The goodness of fit-measures of the structural model

Fit indices	Estimated values	Recommended value of good fit
χ^2/df	2.47	<3
CFI	.94	>0.90
IFI	.92	>0.90
GFI	.93	>0.90
TLI	.92	>0.90
RMR	.021	<0.08
SRMR	.044	<0.08
RMSEA	.036	<0.08

Note 1: The SEM model is used to produce the model fit values that are presented here.

Hypothesis :

- H0: There is no significant relationship between Perceived benefit and purchase retention.

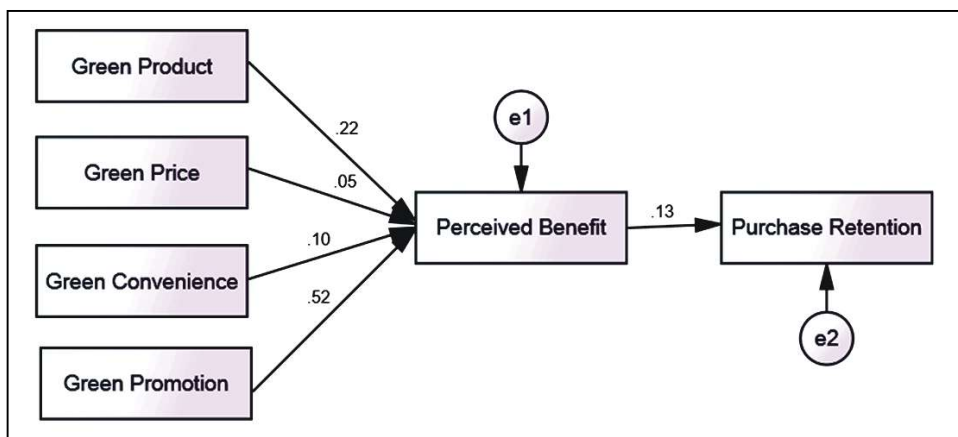


Fig : Structural Equation Model for the study.

The path coefficients were examined in order to evaluate the suggested study hypothesis. The estimated path coefficients were found to match the researchers' forecasts in terms of direction and magnitude when the path coefficient was checked. The estimated path coefficient obtained from the model is shown in Fig 6 above. The beta coefficient value from 'perceived

benefit' to 'purchase retention' in this figure is 0.13, which is noteworthy at a 5-percentage level. The null hypothesis is thus denied. As a result, it is concluded that 'perceived benefit' and 'purchase retention' have a substantial positive relationship.

Data Analysis and Interpretation

- The path coefficients were examined in order to evaluate the suggested study hypothesis. When the path coefficient was verified, it was found that the estimated path coefficients matched the direction and magnitude hypotheses of the researchers.
- The estimated path coefficient obtained from the model is shown in the figure above. The beta coefficient value from 'perceived benefit' to 'purchase retention' in this figure is 0.13, which is noteworthy at a 5-percentage level.
- The null hypothesis is thus denied. As a result, it is concluded that 'perceived benefit' and 'purchase retention' have a substantial positive relationship.

Major Findings :

- The students' perception score with regard to the variable Green Marketing mix, shows that the mean perception scores of all the factors are higher than the test value (3).
- The table also reveals that the difference between the perceived score and the test value of all the components are significant since the 'p value' of all the component is less than 0.05.
- Among the factors, the variables of 'green marketing' in the market are manufactured according to environment-friendly standards had scored the highest mean score (3.8050).
- Eco-friendly products offer free home delivery and green cosmetics have an attractive product differentiation (3.5700) scored the lowest mean score.

Implications / Conclusions :

The current study contributes to the existing understanding of the green marketing mix in several ways. It is for the first time that a study is conducted to examine the importance of green product perceptions of customers in one of the important manufacturing sectors. Further, the current study has formulated a comprehensive conceptualization of the green marketing mix, which is confirmed to be a four-dimensional structure in the domain of the manufacturing sector. Finally, the important theoretical contribution is the state of Kerala. This consideration contributes to the theory in the following ways: first of all, Kerala is a state where most of the students are actively involved in purchasing green cosmetics. Thus, this study provides a context-specific direction to the researchers as to whether the production of green cosmetics contributes to the development of a customer-centric perspective. Secondly, this state is one of the most literate states in India. Therefore, considering the green marketing mix perspective while purchasing cosmetics and how it contributes to the favourable evaluation of these highly literate customers' needs to be explored and documented.

References:

- Aaker, D. A. (1996). Measuring brand equity across products and markets. *CaliforniaManagementReview*, 38(3).
- Arseculeratne, D., & Yazdanifard, R. (2014). How Green Marketing can create a sustainable

competitive advantage for a business. *International Business Research*, 7, 130–137.

- Blackwell, R. D., Miniard, P. W. & Engel, J. F. (2001). *Consumer Behavior*, 9th edition. New York: Dryden.
- Borland, H., & Lingreen, A. (2012). Sustainability, epistemology, ecocentric business, and Marketing strategy. *Ideology, Reality, and Vision. Journal of Business Ethics*, 117(1), 173–187.
- Charter, M., Peattie, K., Ottman, J., & Polonsky, M. J. (2002). *Marketing and sustainability*. Available at <https://cfsd.org.uk/smart-know-net/links/smart-know-net.pdf>
- Choi, D., & Johnson, K. K. P. (2019). Influences of environmental and hedonic motivations on intention to purchase green products: An extension of the theory of planned behaviour. *Sustainable Production and Consumption*, 18, 145–155. <https://doi.org/10.1016/j.spc.2019.02.001>
- FuiYend, W., & Yazdanifard, R. (2015). *Green Marketing: A study of consumers' buying behavior in relation to green products*.
- *Global Journal of Management and Business Research: E-Marketing*, 15(5), 16–23. Hogg, M. K., & Penz, E. (2008). Extending Understanding of Consumer Ambivalence in Different Shopping Environments by Investigating Approach-Avoidance Conflicts. *European Advances in Consumer Research*, 8, 156–157.
- Howard, J. A., & Sheth, J. N. (1969). *The Theory of Buyer Behaviour*.
- Hoboken, NJ: John Wiley and Sons, Inc. *Introduction to the Co-opMart*. (2020). Available at <http://www.coopmart.com.vn>
- Kaminski, J. (2016). The paradigm of sustainability development in Marketing. *Oeconomia*, 15(2), 63–73.

Employee Performance and Emotional Intelligence in NBFC's

S.G. Sugitha¹, Dr. E. Joseph Rubert², Dr. C.K.Sunitha³

1. *Research Scholar (Reg.No. 19223041062020), Management Studies, Manonmaniam Sundaranar University, Tirunelveli -627 012*
2. *Professor, Research Supervisor, Department of Management Studies, Arunachala College of Engineering, Manavilai, Kanyakumari.*
3. *Assistant Professor & Co Guide, Department of Commerce, Holy Cross College (Autonomous), Nagercoil*

Abstract

Emotional intelligence is the key to the success of every one's personal and professional life. So the success depends upon the ability of the people to manage their emotions and the ability to understand the emotions of others. Employees who are emotionally inept have difficulty managing their emotions. As a result, they frequently act rashly, believing that the consequences of their actions will have no effect on them or those around them. The study's main goal is to examine the relationship between emotional intelligence and employee work performance. Out of a total of 500 responses, 474 were complete. Respondents were chosen using a Snowball sampling technique rather than non-probability sampling. Employee performance is improved by the Emotional Intelligence factor.

Introduction :

In every organisation, the employees have to deal with different people with different background, knowledge and emotions. If the employees want to deal successfully with these people they should have good emotional intelligence. As persons we are not able to control our emotions, then we will be left alone in the society. So in the same way in workplace also employees will be thrown out alone if they do not know to manage their emotions. For the successful career life an employee should have the support of his peers, superiors as well as customers of that organisation. To have all these people in his hand the employee should have the ability to understand their emotions and also he must be able to control his own emotions.

Employees in the organisation must be able to think rationally before taking any decision which is related to a particular act. The decisions taken with emotional feeling will always be incorrect. Without thinking rationally if they take any decision will mislead them. So we say that every employee should be free from his emotions before making decisions. So at work place they must be able to manage their emotions. So here the concept emotional intelligence have a prominent role. If the employee is not in a position to manage the emotions then his

thinking capacity will be overwhelmed by emotions. Also the emotional intelligence helps the employee to understand the emotions of others, which helps them to point out the reasons for their behaviour. And the employees can easily communicate with others.

To become emotionally intelligent one must know his emotions and must be able to control and manage his emotions. And also he must be able to understand the emotions of others. This type of intelligence always helps the employee to lead his career life successfully in the organisation.

Literature Reviews :

Hasan, N.S., (2022)¹. He proclaims that in order to achieve high levels of employee performance, the tourism industry—which relies heavily on human labour—needs skilled workers with important employee characteristics. Employees in the tourism industry frequently face situations that necessitate a high level of emotional intelligence in order to ensure customer satisfaction, so the industry requires workers with a high level of emotional intelligence. Emotional intelligence employees can make decisions to improve performance by changing their behaviours in a desired manner and can improve their negotiation skills, making it important for raising employee performance. Emotional intelligence, as a result, has a positive impact on employee performance in Egyptian tourism businesses.

Statement of the Problem :

The significance of Emotional Intelligence in the organisational environment especially in the work place settings is getting high. Learning and practicing emotional intelligence brings a quality in an employee to self direct the impulsive behaviour in a positive direction. The ability to act wisely in human relationship requires that the employee must apply three emotional intelligence skills. They are Effective Communication, Emotional Self Control and Reflection of Interpersonal Intelligence. Effective Communication is the way in which emotional intelligence skill can be exerted. Emotional self control is a part of emotional intelligence skill which helps a person to manage his anger and anxiety. Reflection of interpersonal intelligence is the ability to understand and appreciate the differences in the context of dealing with others. These skill sets of the emotional intelligence permit an employee to work effectively in groups and teams. It is the responsibility of an organisation to create a conducive organisational climate to ensure the continuous improvement of the emotional skill sets of the employees. The emotional skill of an employee is needed to abreast the past changes happening in the work and business environment. These are more visible in the place of market and technology. So for the successful running of the day today affairs of the organisation as well as the long term survival, the involvement of talented employees are a must. Along with the talent and knowledge, they should have the ability to control their emotions and aspirations. From this discussion on emotional intelligence related to the organisational environment one can surely understand the relationship between emotional intelligence and employee performance. Therefore creating a positive emotional intelligence in the behaviour pattern of employees shall result in excellent employee performance in organisations. This study is undertaken to examine the relationship between emotional intelligence and employee performance in the organization.

This study is intended to analyse the emotional intelligence of the employees of Non-Banking Financial Institutions (NBFCs) who undergoes hectic workload and the nature of

their work is pressure oriented. As a result employee attrition rate is moving in an upward direction. This leads a big loss both to the organisation and the employees. Also the employees are found to be more stressful. In such context the study of emotional intelligence finds to be more worthy. And this study is particularly focuses on the relationship between emotional intelligence and the employee performance in a dynamic service sector like public Non-Banking Financial Companies (NBFCs) in South Tamilnadu. Many studies are already conducted by focusing on emotional intelligence and work environment of the different industries but there is a gap exists in research focusing on the relationship between emotional intelligence and employee performance of Non-Banking Financial Companies (NBFCs).

Objectives :

1. To study the main factors affecting the job performance of employees working in non-banking financial institutions.
2. To identify the factors influencing the Emotional Intelligence of Employees in Non-Banking Financial Companies (NBFCs).

Scope of the Study :

The scope of the present study is confined to the Non-Banking Financial Companies (NBFCs) in South Tamilnadu. The unit of the study (respondents) is the employees of NBFCs. The study is particularly focused on those elements constituting to the emotional intelligence as well as assessing the degree of influence of emotional intelligence on the work performance of the employees.

Methods :

In this study, the researcher utilised a descriptive cross-sectional research design. A combination of primary and secondary data was collected to meet the stated objectives of the study. The minimum sample size required for this study is 386, but the researcher has targeted 500 respondents who are working in non banking financial institutions of Kanyakumari district based on the results of a pilot study. In the current study, 474 complete responses were utilised out of the total of 500. Respondents were selected using non-probability sampling, but they were chosen using a Snowball sampling strategy. On the basis of the entered data, Confirmatory Factor Analysis and Structural Equation method were used to obtain statistical conclusions.

Result and Discussion :

Emotional Intelligence impact on work performance with a mediator of organisation commitment, When the work time is more, the employees get exhausted to carry over their work dynamically. In this context, the study has penetrated in to the working hours factor.

S.No	Particulars	No. of Respondents	Percent
1	Up-to 8 Hours	94	19.7
2	8 -10 Hours	250	52.4
3	More than10 Hours	130	27.9
	Total	474	100

Pertaining to working hours factor, the above table presents the emotional intelligence and employee performance of non banking financial institution (Kanyakumari). The overall respondents taken for the study are 474. The respondents who work up to 8 hours are 94 and their percentile value is 19.7 and the respondents who work between 8 to 10 hours are 250 and their percentile value is 52.4. The respondents who work more than 10 hours are 130 and their percentile value is 27.9. It is clear from the table that the maximum respondents work between 8 to 10 years.

Suggestions :

1. More than half of the employees working between 8-10 hours. This make them more stress and anger is also anther problem that is being faced by the employees.
2. Make it safe for employees to express their emotions, and they will work harder and better. People tell the truth to those who withhold judgement, keep secrets, and keep their cool.
3. Intimacy with a boss, employee, or coworker can flood the workplace with emotional memories, causing thoughtful, reasonable professionals to lose objectivity and resentment in onlookers.

Conclusion :

In this research, we can conclude that Emotional Intelligence is an important factor for employees to manage their emotions. According to this study, employees with high Emotional Intelligence competencies outperform employees with low Emotional Intelligence competencies. Emotional intelligence plays a crucial role in the performance of the employees as revealed by the present research. The pillars of any organization are the employees. Maintaining their emotional intelligence is very essential for any organization. When the Emotional Intelligence of the employees is low, it can negatively affect not only the employees, but also the company at large. It has been widely observed that in any industry, the job commitment factor improves employees' social lives as well as the organization's productivity as a result of appreciation and reward. Managers play an emotional role in organisational development because they manage employees and their work lives.

References:

1. Murray, B. (1998). Does emotional intelligence matter in the workplace. *APA monitor*, 29(7), 1-3.
2. Akgün, A. E., Keskin, H., Byrne, J. C., & Aren, S. (2007). Emotional and learning capability and their impact on product innovativeness and firm performance. *Technovation*, 27(9), 501-513.
3. Alonso, P., & Lewis, G. B. (2001). Public service motivation and job performance: Evidence from the federal sector. *The American Review of Public Administration*, 31(4), 363-380.
4. Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory.
5. Bhalla, S., & Nauriyal, D. K. (2004). Emotional intelligence: The emerging paradigm in personnel dynamics. *Psychological studies-university of calicut*, 49, 97-106.
6. Brewer, G. A., & Selden, S. C. (2000). Why elephants gallop: Assessing and predicting organizational performance in federal agencies. *Journal of public administration research and theory*, 10(4), 685-712.

A Study on Out-of-Pocket Burden of Noncommunicable Diseases in India

Dr Poonam Verma¹, Dr Vinita Lal², Dr Teerthraj Verma³

1. Associate Professor, (Dept. of Economics), NSCB Govt Girls P G College Aliganj Lucknow
2. Professor, (Dept. of Sociology), NSCB Govt Girls P G College Aliganj Lucknow
3. Additional Professor, (Dept. of Radiotherapy), KGMU Lucknow

Abstract

In recent decades, unlike to earlier scenario, in India non-communicable diseases (NCDs) have emerged as one of the important source of more than 53 percent of total deaths. This is not confined to this aspect only but also made significant contribution in total burden of around 62% of DALYs. Unsurprisingly, the out-of-pocket expenditure invested in the management of both chronic and acute illness is increasing rapidly and is posing a threat to the financial capability of individual families. According to the several macro-economic studies, it is appraised that 10% increase in NCDs slows down the annual economic growth by a rate of 0.5%. The study is based on the secondary data from latest 75th round survey of the NSS, Government of India, conducted during July 2017- June 2018 with sample size of 113,823 households and NFHS-5 India report during 2019-21. The study proceeded with the objective to analyse the Out-of-Pocket burden of noncommunicable diseases on households. During study it is found that OOP burden is higher for household affected by NCD as compared to non-NCD household. Further, it is concluded that the average expenditure incurred by a household on NCDs availing public health facilities is more than double that of unaffected households. In particular, the proportion of total medical expenditure incurred on drugs and diagnostic procedures for households exposed to NCDs receiving treatment in public hospitals is worrisome. In the present study of out-of-pocket burden on NCDs the matter should not be confined to the exposed families but also the government suffers as far as the economic development of the nations is concerned. Therefore, it is need of the hour to sensitize people to adopt a healthy lifestyle as well as provision should be done to provide health insurance covering various type of expenses at reasonable cost to the vulnerable section to save them from OOP burden and CHE. The upper limit of cost especially for private health facilities should be set by the government as well as general awareness should be executed regarding its knowledge. In this study, all the calculation are performed by SPSS Version 28.0.0.0.

Keywords :

Out-of-Pocket (OOP) Burden, Noncommunicable Diseases Catastrophic Health Expenditure (CHE)

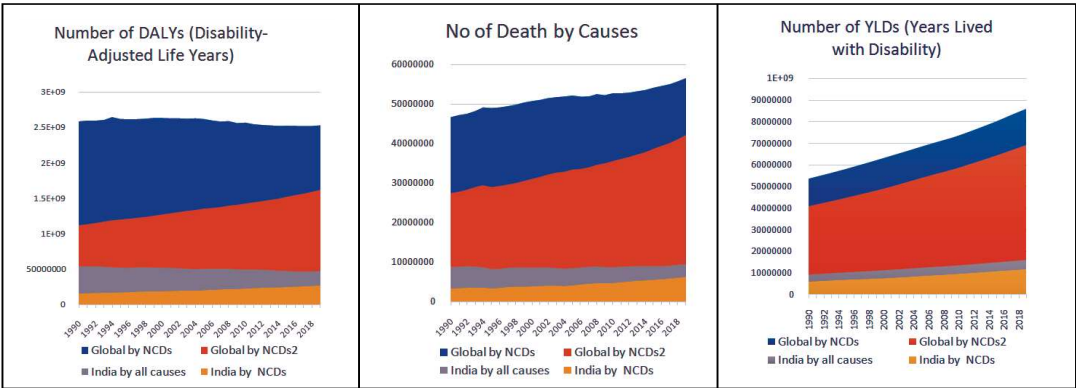
The transformation of Indian epidemiological picture from the early and middle stages has witnessed the infectious diseases dominated morbidity (Murray CJ & Lopez AD 2020). However, over the period of the recent two decades, the prevalence of non-communicable diseases (NCDs) in India has been found increasing tremendously. Non-communicable diseases (NCDs), e.g. cardiovascular disease, chronic respiratory disease, cancer, and diabetes, are responsible for a large burden of mortality and morbidity not only in India but globally and emerging as the leading global health crisis (Reddy KS et. al 2005). At present, this issue no longer remained an epidemiological concern only but also an economic problem, as well. Non-communicable diseases, which can cause long-term disability, make direct economic impact at the household and community level through health care expenditures that diverts to other spending, reduced labor productivity as a consequence of the management of the diseases on levels of income makes its significant place (Abegunde DO et al 2007; World Population Prospect 2015). One side NCDs are a major role player to the treatment cost of in-patient hospitalization (40%) and ambulatory care (35%), which hinder economic growth by reducing labour supply, reducing productivity and income, reducing savings, investment & accumulated wealth and borrowings (resulting in both lower income and higher medical expenses). On the other hand, figures of causality from NCDs now exceeding those from all communicable diseases together. NCDs causes 41 million deaths each year, which is equivalent to more than 7 out of 10 deaths worldwide (IHME GBD data 2020). In addition to mortality, the burden of NCDs can also be well captured in terms of DALYs, where it gives details of not only mortality but also premature mortality and disability led loss of productive quotient of individuals. Changing social, economic and structural factors, urbanization and the spread of unhealthy lifestyles have fuelled the NCD (World Health Organisation, 2018). Cardiovascular disease accounts for the majority of NCD deaths or deaths annually at 17.9 million, followed by cancer (9.3 million), chronic respiratory disease (4.1 million), and diabetes (2.0 million), including kidney disease deaths due to diabetes. These four groups of diseases are majorly responsible of more than 80% of premature NCD driven deaths.

Prevalence of Noncommunicable Disease :

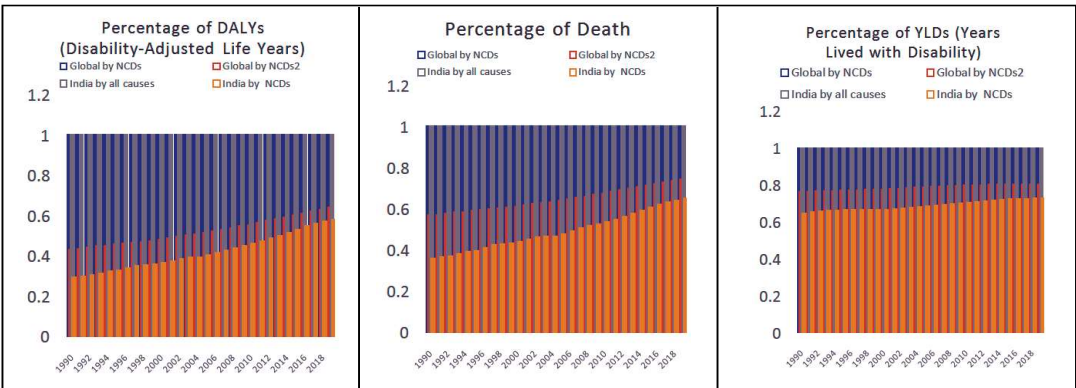
Figure 1 shows the extent of Noncommunicable Disease (NCDs) in world and in India in the form of Number of Disability Adjusted Life Years (DALYs), Death, and number of Year Lived with Disability (YLDs). Part A of Fig 1 shows Number of DALYs, Deaths and YLDs caused by NCDs, Part B of Fig 1 shows percentage of DALYs, Deaths & YLDs caused by NCDs to all causes and Part C of Fig shows rate of DALYs, Deaths and YLDs caused by NCDs in India and World.

Figure 1: Prevalence of Non-Communicable Diseases (NCDs)

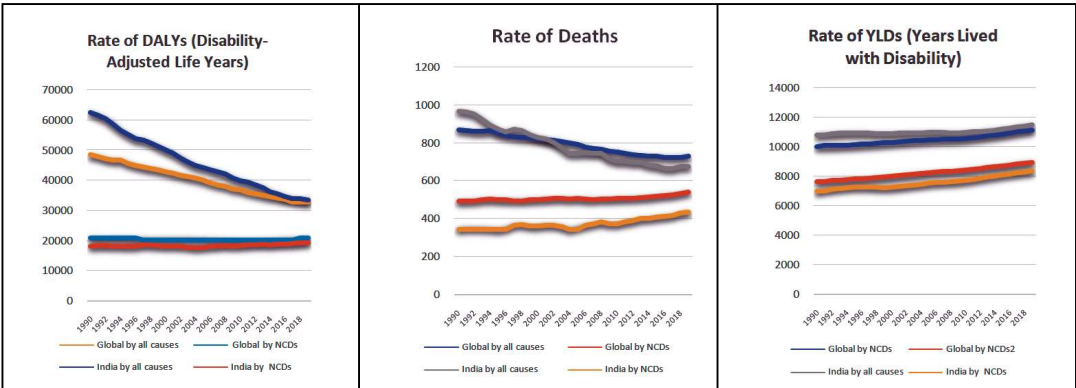
(A)



(B)



(C)

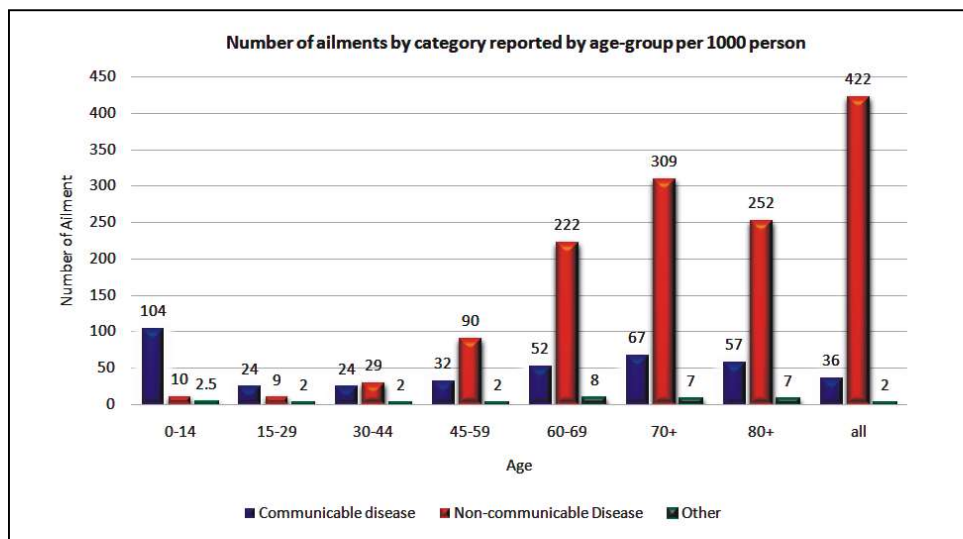


Part A shows that the number of deaths by the NCDs is increasing over the time not only in India but worldwide. Number of DALYs by all causes in India is approximately same while DALYs by NCDs are increasing. Number of YLDs by all causes are rising including YLDs by NCDs over the time. Part B displayed the growing percentage of Deaths and DALYs by NCDs to all causes while YLDs have approximately equal percentage over the time with YLDs by all causes. Part C presents the Global Rate of Death decreasing with higher rate than deaths caused by NCDs, while in India Deaths by all causes are increasing with lower rate than death by causes of NCDs. Similarly, DALYs are decreasing globally but in India its not at decreasing rate and have major contribution of NCDs. YLDs by all causes are showing a growth globally and at national level with growing rate of NCDs.

Age specific prevalence of Noncommunicable Disease in India :

The aging population has contributed for increasing burden of chronic diseases that will continue to do so in the years to come. For India, the hazard of mortality and morbidity is high due to the aging of its population (Lin Het al. 2017). In 2015, adults aged 60 and over comprised 9% of the country's total population, a number that is expected to double by 2050.

Figure 2: Age-specific prevalence of NCDs



Source : Authors' calculation from NSS Report no. 586: Health in India (NSS 75th Round)

The growth in the ageing population is significantly increasing the burden of healthcare expenses in not only in India but worldwide, because older age people are prone to various diseases (NSSO 2006; Williams & Krakauer, 2011; Dey et. al. 2012 ; Bloom et. al 2012). Figure 2 reflect that with the increasing age, especially working age, incidence of NCDs is growing and for older age its higher than communicable and other diseases in India. This reflects that NCDs can affect the efficiency of immune systems to respond to disease, pathogen exposure and health challenges. High rates of NCDs increase

poverty, unemployment and overburdened health systems, resulting in lower economic growth, making countries vulnerable to emergencies such as pandemics or natural disasters. The high burden of NCDs among working age people leads to increased burden of health care, low productivity and financial insecurity.

Methodology :

In the present study, a comprehensive investigation is attempted on the data managed by the NSS 75th round by Government of India, collected during the period 2017-18, focusing on household social consumption in health management. Following stratified multi-stage sampling methodology, this is the most up-to-date data, based on the available on social health consumption, that includes the samples from 113,823 households. In this survey-based study, a query was made to review the nature of hospitalizations, as well as its scope to extract details of whether public or private hospitals were availed, the expenses of treatment in public and private healthcare facilities. However, the present study is based on in-patient hospitalization, that include the total expenses divided on various categories viz medical, transportation and other non-medical expenses, consultation/doctor's fees, expenses on various diagnostic tests (X-ray, ECG, MRI etc.), purchases of medicines and drugs, bed charges and other expenses such as in physiotherapy, blood, oxygen, etc account for medical expenses. Similarly, expenses on food, escort, accommodation charges, etc. accounting the non-medical expenses.

The study is based on OOP burden among households affected by NCDs. If at least one of family member/s having non-communicable disease(s) in the duration of 365 days, that is considered as household affected by NCDs. There are a list of 60 diseases approached in NSS 75th round data, that can categories in following categories of Injuries, Infection, Cardiovascular, Gastrointestinal, Psychiatric & Neurological, Genito-urinary, Respiratory, Musculo-skeletal, Eye, Endocrine metabolic, Cancer, Blood diseases, Obstetric, Skin and Ear diseases. For the present study, as per the nature, diseases divided in two categories, the first category includes only NCDs by the nature of disease and second category includes other of all injuries/infectious/ nutritional deficiency diseases /communicable as non-NCDs. The study found total 56,730 households with in-patient hospitalisation cases, where the number of 21,776 households are in view of NCDs and 34,954 households are in view of non-NCDs cases. Sample size for survey was 383338, of which 195712 were males and 187626 females.

The study is an effort to analyse OOP burden and CHE for in-patient hospitalization affected by categories of diseases. The OOP burden includes medical cost, transportation cost and other non-medical cost. The economic impact of households (affected by NCDs) has been made on the basis of grounds OOP burden depending upon Public or Private healthcare facility availed and ratio of households facing catastrophic economic burden. OOP burden is the ratio of expenses bear by their own at the time of receiving care as patient. It may be in the various forms i.e. consultation/doctor fees paid to the public healthcare providers for availing facilities; Insurance cost by insured person; and payments made to private health care providers

(without insurance) by individuals, (Ataguba J. E. 2021; Engelgau M. M., 2012). Health expenditure of a households exceeding by fraction of total income or expenditure of household is known as catastrophic economic burden. (Ataguba J. E. 2021; Engelgau M. M., 2012; Yadav J., et al 2021). In the study, catastrophic economic burden is considered when the health expenditure of household exceeding 10% of their total expenditure made on consumption, on the basis of previous studies (Ataguba J. E. 2021; NSSO 2018; Nayar K. R. 2007; Olasehinde N., & Olaniyan O. 2017).

Economic Burden of Noncommunicable Disease :

Shifting trend towards a higher burden of chronic diseases reflects a higher economic burden on countries. Countries around the world are currently facing an increasing load of noncommunicable diseases (NCDs) (Lozano R. et. al 2018; Girum T. et al 2020). NCDs accountable for 58 percent of DALYs (Hay S. I. et al 2017). The macro-economic burden of NCDs is reflective as lead to harm of GDP and productivity. (Abegunde DO et al 2007; Kundu M. K et al 2018; Chen S., & Bloom D. E. 2019). 'World Economic Forum (WEF)' in their study projected that globally economic burden of noncommunicable diseases will exceed US\$30 trillion over the next 20 years, which is 48 percent of world GDP in the year 2010. The WEF estimated that the economic losses due to cardiovascular diseases and diabetes between 2012 and 2030 would be \$2.17 and \$0.15 trillion, respectively.

In view of macro-economic analysis, it is projected 10 percent rise in NCDs is linked with a 0.5 percent reduction in the rate of economic growth. (Stuckler D et al 2010; The Global Status Report by WHO on Noncommunicable Diseases 2010). The total loss in income in view of chronic diseases ranged around Rs 1094-1113 billion in India.

Table 1: Estimates on Economic loss due to NCDs

Major ailment category of NCDs	Economic loss in growth between 2012-2030 (in trillions of 2010 dollars)
Diabetes	0.15
Cardiovascular disease	2.17
Chronic respiratory disease	0.98
Cancer	0.25
Total NCDs, (other than mental conditions)	3.55
Mental health conditions	1.03
Source: World Economic Forum report 2014	

Out of this, reduced income in view of hypertension approaches highest Rs 199 billion, followed by loss in income in view of diabetes Rs 163 billion and CVD Rs 144-158 billion (World Health Organization 2011). Adverse effects of NCDs are a growing concern because

govt. expenditure on NCDs is comparatively limited, and households have inadequate resources to meet their expenses on healthcare facilities. (Bollyky T. J., et al 2017; Kankeu H. T et al 2013). The ratio between public and private healthcare expenditure in India is very low.

**Table 2: Average medical expenses during in-patient hospitalisation
case in view of NCD disease**

category of disease	average medical expenditure (in Rs.) per case of hospitalization		
	public hospitals	private hospitals	total hospitals* (*including charitable/NGO/trust-run)
Cancers	22,520	93,305	61,216
Psychiatric and neurological ailments	7,235	41,239	26,843
Cardio-vascular ailments	6,635	54,970	36,001
Musculo-skeletal ailments	5,716	46,365	32,066
Genito-urinary ailments	5,345	33,409	24,770
Gastro-intestinal ailment	3,847	29,870	19,821
Source: Authors' calculation from NSS Report no. 586: Health in India (NSS 75 th Round)			

Table 2 reflects high burden/cost/average medical expenditure per case of hospitalization found during 75th round of National sample survey on 'Health in India'. Furthermore, all private medical expenses in India represents exclusively households' out-of-pocket burden of health.

Out-of-Pocket Burden of Noncommunicable Diseases :

Out-of-pocket financial burden related with severe and long-term impact of non-communicable diseases are a serious concern, resulting in catastrophic economic burden on household, that forces them to various financial tremors such as loan or/and liquidate their properties that reduces household income. (Kumara A S, & Samaratunge R 2016; Dwivedi R., & Pradhan J 2020; Ngcamphalala C & Ataguba J E 2018; Kiros M. et al 2020; Ataguba J. E. 2021). The increasing OOP and catastrophic economic burden confronts two features of Universal Health Coverage (UHC): One is the equity aspect, every population should have reach to essential health care services, regardless of whether they are rich or poor (Wagstaff A. et al 2018); The second figure represent the financial risk protection aspect, the financial burden of health care should not put people at risk of a financial crisis (Boerma T et al 2014; Kastor A et al 2018; Jan S. et al 2018; Datta B. K et al 2018; Kumara A. S et al 2017; Engelgau M et al 2011). The National Health Account projects that the OOP burden is 58.7 per cent of the total health care expenditure in India, while India is spending only 1.2 per cent of its Gross Domestic Product (GDP) on health care for year 2016-17 (NHS Resource Center 2019).

Table 3: Out-of-pocket burden on hospitalisation by category of Disease and healthcare facility

Healthcare facility	NCD	Non-NCD
Public	13169	6243
Private	51240	32641
Total	35513	21216
Source: Authors' calculation from NSS Report no. 586: Health in India (NSS 75 th Round)		

Table 3 shows the mean OOP expenses by category of disease (NCD and non-NCD) by different health facilities providers. The total healthcare expenses of households affected by NCD is Rs 35,513, while it is Rs 21,216 for non-NCD households. A large variance in the average OOP expenses found between households affected by NCD and non-NCD in public facilities, where it is Rs 13,169 for households affected by NCD, which is more than double that of non-NCD households (Rs 6,243).

Table 4. Average out-of-pocket burden by category of disease in public & private

Household's Characteristic	Public Health care facilities				Private Health care facilities			
	NCDs Household		Non-NCDs household		NCDs Household		Non-NCDs household	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Medical	10375	10780	4220	5605	38798	59762	26644	34741
Transport	991	859	549	498	1313	1134	954	722
Other non-medical	1773	1695	1125	1099	2612	2454	2193	1735
Total	13080	13354	5906	7184	42725	63353	29793	37199
Source: Authors' calculation from NSS Report no. 586: Health in India (NSS 75 th Round)								
Note:- tested by ANOVA at significant level 5%								

healthcare facilities :

In case of NCD households, medical expenditure is the highest, accounting for 80 per cent of the total expenses, followed by non-medical expenses at 13 per cent and transportation at 7 per cent. For non-NCD households, it is 75 per cent, 17 percent and 8 percent for non-medical, medical and transport expenses respectively. The variation in total healthcare expenses by rural-urban divide is greater in view of households affected by non-NCD than households affected by NCD. This shows that the total cost of hospitalization in case of NCD households is Rs 106078, while it is Rs 66992 for non-NCD households. Medical expenses constitute a major portion of the total health care expenditure, both in cases affected by NCDs and non-NCDs. In particular, the portion of total medical expenses on drugs at 41 per cent and diagnostics at 15 percent is a cause of concern for households affected by NCDs who are treated in public hospitals. The parts of total medical expenditure incurred on disease diagnosis related tests for households affected by NCDs availing private facilities is higher at 11 percent compared to 9 percent for non-NCD-affected households.

Table 5. Percentage of households experiencing catastrophic economic burden on in-patient hospitalisation by type of facilities provider

Household's Characteristic	Public (in %)		Private (in %)	
	NCDs	Non-NCDs	NCDs	Non-NCDs
Rural	30.32	17.49	76.25	61.44
Urban	23.85	11.49	68.25	50.29
Source: Authors' calculation from NSS Report no. 586: Health in India (NSS 75 th Round)				

Table 5 In public healthcare facilities, 27.09% households affected by NCD are exposed to catastrophic economic burden in view of hospitalization and 14.49% households affected by non-NCD are facing it. The magnitude of the catastrophic economic burden is even higher in private healthcare facilities, where it is 72.25% (more than thrice from public hospitals) for households affected by NCD and 55.87% households affected by non-NCD. CHE levels are higher for rural NCD households than for rural households in case of non-NCD for public as well as private healthcare facilities.

Discussion and findings :

The Global Action Plan adopted by WHO to Prevent and Handling of NCDs places a strong stress on ensuring early diagnosis and reasonable access to treatment for people with NCDs. Findings suggest that the reality is not the same, as families whose members have been hospitalized in case of NCDs are more prone to OOP burden and catastrophic spending than those hospitalized in view of other infectious or communicable diseases. Of the 56,730 households hospitalized, 21,776 were hospitalized due to NCDs, and 34,954 households were hospitalized due to diseases other than NCDs. NCD induced households are facing higher OOP burden as compared to non-NCD households. It was found that the burden of OOP in public hospitals is higher than double for NCD affected families than non-NCD household. Medical expenditure has the largest share in total expenditure as compared to other transportation and non-medical expenses. A major part of the medical expenses is towards medicines, diagnostics and other like oxygen, physiotherapy etc. In connection with other studies, the burden of OOP is lower in public facilities than in private facilities (Pallegedara A. 2018; J., & Behera S. 2020). In view of CHE, it was found that generally, 27.46% households affected by NCD and 14.17% households affected by non-NCD are experiencing CHE in public healthcare facilities, while 71.88% for NCD and 55.61% for non-NCD in case of private facilities. The catastrophic burden is greater for households in rural areas compared to urban areas. The responsible factor may be poverty concentration in rural areas, lack of awareness, limited or no accessibility of transport and health facilities, resulting in a catastrophic burden even at low levels of OOP.

Conclusion :

The finding suggests that the health care cost as OOP expenses is greater for NCD affected household than for non-NCD household, especially in view of private facilities compared to public health facilities. The study reveals that in spite of the introduction of various social insurance schemes by the Government of India, a significant proportion of Indian households still face high OOP burden and CHE due to NCDs. There is an urgent need to sensitize people to adopt a healthy lifestyle as well as provision should be done to provide health insurance covering various type of expenses at reasonable cost to the vulnerable section to save them from OOP burden and CHE. The upper limit of cost especially for private health facilities should be set by the government as well as general awareness should be increased regarding its knowledge and reach to last section of society.

References

- Abegunde DO, Mathers CD, Adam T, Ortegon M, Strong K. The burden and costs of chronic diseases in low-income and middle-income countries. *Lancet* (2007) 370(9603):1929–38. doi:10.1016/S0140-6736(07)61696-1
- Ataguba J. E. (2021). Assessing financial protection in health: Does the choice of poverty line matter? *Health economics*, 30(1), 186–193. <https://doi.org/10.1002/hec.4172> PMID: 33009711
- Bloom, D. E., et al. (2012). The global economic burden of noncommunicable diseases. Boston: Program on the Global Demography of Aging, Harvard School of Public Health.
- Bloom, D. E., et al. (2013). The economic impact of noncommunicable disease in China and India: estimates, projections, and comparisons. NBER Working Paper No. 19335. Cambridge, MA: National Bureau of Economic Research.
- Boerma T., Eozenou P., Evans D., Evans T., Kieny M. P., & Wagstaff A. (2014). Monitoring progress towards universal health coverage at country and global levels. *PLoS Med*, 11(9), e1001731. <https://doi.org/10.1371/journal.pmed.1001731> PMID: 25243899
- Bollyky T. J., Templin T., Cohen M., & Dieleman J. L. (2017). Lower-income countries that face the most rapid shift in noncommunicable disease burden are also the least prepared. *Health Affairs*, 36 (11), 1866–1875. <https://doi.org/10.1377/hlthaff.2017.0708> PMID: 29137514
- Chen S., & Bloom D. E. (2019). The macroeconomic burden of noncommunicable diseases associated with air pollution in China. *PloS one*, 14(4), e0215663. <https://doi.org/10.1371/journal.pone.0215663> PMID: 30998763
- Datta B. K., Husain M. J., Fatehin S., & Kostova D. (2018). Consumption displacement in households with noncommunicable diseases in Bangladesh. *PloS one*, 13(12), e0208504. <https://doi.org/10.1371/journal.pone.0208504> PMID: 30543648
- Dey, S., et al. (2012). Health of the elderly in India: challenges of access and affordability. In *Aging in Asia: findings from new and emerging data initiatives*. Panel on policy research and data needs to meet the challenge of aging in Asia, J. P. Smith & M. Majmundar, Eds. Washington, DC: The National Academies Press, 371–386
- Dwivedi R., & Pradhan J. (2020). Does affordability matter? Examining the trends and patterns in health care expenditure in India. *Health Services Management Research*, 33(4), 207–218. <https://doi.org/10.1177/0951484820923921> PMID: 32447992

- Dwivedi R., Pradhan J., & Athe R. (2021). Measuring catastrophe in paying for healthcare: A comparative methodological approach by using National Sample Survey, India. *The International Journal of Health Planning and Management*, 36(5), 1887–1915. <https://doi.org/10.1002/hpm.3272> PMID: 34196030
- Engelgau M. M., Karan A., & Mahal A. (2012). The economic impact of non-communicable diseases on households in India. *Globalization and health*, 8(1), 1–10. <https://doi.org/10.1186/1744-8603-8-9> PMID: 22533895
- Engelgau M., Rosenhouse S., El-Saharty S., & Mahal A. (2011). The economic effect of non-communicable diseases on households and nations: a review of existing evidence. *Journal of health communication*, 16(sup2), 75–81. <https://doi.org/10.1080/10810730.2011.601394> PMID: 21916715
- Ensuring Healthy Life for All- Non-communicable disease and universal health coverage, NCD Alliance, December 2018.
- Girum T., Mesfin D., Bedewi J., & Shewangizaw M. (2020). The burden of non-communicable diseases in Ethiopia, 2000–2016: analysis of evidence from global burden of disease study 2016 and global health estimates 2016. *International journal of chronic diseases*, 2020. <https://doi.org/10.1155/2020/3679528> PMID: 32149073
- Hay S. I., Abajobir A. A., Abate K. H., Abbafati C., Abbas K. M., Abd-Allah F., et al. (2017). Global, regional, and national disability-adjusted life-years (DALYs) for 333 diseases and injuries and healthy life expectancy (HALE) for 195 countries and territories, 1990–2016: a systematic analysis for the Global Burden of Disease Study 2016. *The Lancet*, 390(10100), 1260–1344. [https://doi.org/10.1016/S0140-6736\(17\)32130-X](https://doi.org/10.1016/S0140-6736(17)32130-X).
- Indian Council of Medical Research, Public Health Foundation of India, and Institute for Health Metrics and Evaluation. India: Health of the Nation's States- The India State Level Disease Burden Initiative. New Delhi, India: ICMR, PHFI, and IHME; 2017; 2020.
- J., & Behera S. (2020). Does choice of health care facility matter? Assessing out-of-pocket expenditure and catastrophic spending on emergency obstetric care in India. *Journal of Biosocial Science*, 1–16. <https://doi.org/10.1017/S0021932020000310> PMID: 32583761
- Jan S., Laba T. L., Essue B. M., Gheorghe A., Muhunthan J., Engelgau M., et al. (2018). Action to address the household economic burden of non-communicable diseases. *The Lancet*, 391(10134), 2047–2058. [https://doi.org/10.1016/S0140-6736\(18\)30323-4](https://doi.org/10.1016/S0140-6736(18)30323-4) PMID: 29627161
- Kankeu H. T., Saksena P., Xu K., & Evans D. B. (2013). The financial burden from non-communicable diseases in low-and middle-income countries: a literature review. *Health Research Policy and Systems*, 11(1), 1–12. <http://www.health-policy-systems.com/content/11/1/31>. <https://doi.org/10.1186/1478-4505-11-31> PMID: 23947294
- Kastor A., & Mohanty S. K. (2018). Disease-specific out-of-pocket and catastrophic health expenditure on hospitalization in India: do Indian households face distress health financing? *PloS one*, 13(5), e0196106. <https://doi.org/10.1371/journal.pone.0196106> PMID: 29746481
- Kiros M., Dessie E., Jbaily A., Tolla M. T., Johansson K. A., Norheim O. F., et al. (2020). The burden of household out-of-pocket health expenditures in Ethiopia: estimates from a nationally representative survey (2015–16). *Health policy and planning*, 35(8), 1003–1010. <https://doi.org/10.1093/heapol/czaa044> PMID: 32772112
- Kumara A. S., & Samararatunge R. (2016). Patterns and determinants of out-of-pocket health care expenditure in Sri Lanka: evidence from household surveys. *Health policy and planning*, 31(8), 970–983. <https://doi.org/10.1093/heapol/czw021> PMID: 27015982

- Kumara A. S., &Samaratunge R. (2017). Impact of ill-health on household consumption in Sri Lanka: Evidence from household survey data. *Social Science & Medicine*, 195, 68–76. <https://doi.org/10.1016/j.socscimed.2017.11.015> PMID: 29154182
- Kundu M. K., Hazra S., Pal D., & Bhattacharya M. (2018). A review on Noncommunicable Diseases (NCDs) burden, its socio-economic impact and the strategies for prevention and control of NCDs in India. *Indian journal of public health*, 62(4), 302. https://doi.org/10.4103/ijph.IJPH_324_16 PMID: 30539894
- Lin H., Li Q., Hu Y., Zhu C., Ma H., Gao J., et al. (2017). The prevalence of multiple non-communicable diseases among middle-aged and elderly people: the Shanghai Changfeng Study. *European journal of epidemiology*, 32(2), 159–163. <https://doi.org/10.1007/s10654-016-0219-6> PMID: 27999971
- Mohanty S. K., Rodgers J., Singh R. R., Mishra R. S., Kim R., Khan J., et al. (2021). Morbidity compression or expansion? A temporal analysis of the age at onset of non-communicable diseases in India. *GeroScience*, 1–14. <https://doi.org/10.1007/s11357-020-00297-8> PMID: 33191466
- Murray CJ, Lopez AD. Alternative projections of mortality and disability by cause 1990–2020: Global Burden of Disease Study. *Lancet* (1997) 349(9064):1498–504. doi:10.1016/S0140-6736(96)07492-2
- National Health Systems Resource Centre (2019). National Health Accounts Estimates for India (2016– 17). New Delhi: Ministry of Health and Family Welfare, Government of India.
- National Sample Survey Organisation. (2006). Morbidity, health care, and the condition of the aged. National sample survey, 60th round, Report no. 507 (60/25.0/1). New Delhi: Ministry of Statistics and Programme Implementation, Government of India.
- Nayar K. R. (2007). Social exclusion, caste & health: a review based on the social determinants framework. *Indian Journal of Medical Research*, 126(4), 355.
- Ngcamphalala C., &Ataguba J. E. (2018). An assessment of financial catastrophe and impoverishment from out-of-pocket health care payments in Swaziland. *Global health action*, 11(1), 1428473. <https://doi.org/10.1080/16549716.2018.1428473> PMID: 29382274
- NSSO (2018) Key Indicators of Social Consumption in India: Health (NSSO 75th Round, July–June 2018). National Sample Survey Office Ministry of Statistics and Programme Implementation (MOSPI), Government of India.
- Olasehinde N., & Olaniyan O. (2017). Determinants of household health expenditure in Nigeria. *International Journal of Social Economics*.
- Pallegedara A. (2018). Impacts of chronic non-communicable diseases on households' out-of-pocket healthcare expenditures in Sri Lanka. *International journal of health economics and management*, 18 (3), 301–319. <https://doi.org/10.1007/s10754-018-9235-2> PMID: 29322278
- Reddy KS, Shah B, Varghese C, Ramadoss A. Responding to the threat of chronic diseases in India. *Lancet* (2005) 366(9498):1744–9. doi:10.1016/S0140-6736(05)67343-6
- Stuckler D., Basu S., McKee M. (2010). Drivers of inequalities in Millennium Development Goal progress: A statistical analysis. *PLoS Med*; 7: e1000241. <https://doi.org/10.1371/journal.pmed.1000241> PMID: 20209000
- United Nations, Department of Economic and Social Affairs, Population Division. World

Population Prospects: The 2015 Revision, Key Findings and Advance Tables. New York: United Nations (2015).

- Wagstaff A., Flores G., Hsu J., Smitz M. F., Chepynoga K., Buisman L. R., et al. (2018). Progress on catastrophic health spending in 133 countries: a retrospective observational study. *The Lancet Global Health*, 6(2), e169–e179. [https://doi.org/10.1016/S2214-109X\(17\)30429-1](https://doi.org/10.1016/S2214-109X(17)30429-1) PMID: 29248367
- WHO report on Non-Communicable Diseases Country Profiles 2018, Geneva, World Health Organization, 2018.
- Williams, R., & Krakauer, R. (2011). The challenge of noncommunicable diseases and geriatric conditions. In *Global Population Ageing: Peril or Promise?* Geneva: World Economic Forum.
- World Economic Forum. *The Global Economic Burden of Non-Communicable Diseases*. Harvard School of Public Health. Geneva: World Economic Forum; 2014
- World Health Organisation (2018). Non-communicable diseases [fact sheet]. <https://www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases>.
- World Health Organization. *The WHO Global Status Report on Noncommunicable Diseases 2010. NCDs and its Development*. Geneva: WHO; 2010.
- Yadav J., Menon G. R., & John D. (2021). Disease-Specific Out-of-Pocket Payments, Catastrophic Health Expenditure and Impoverishment Effects in India: An Analysis of National Health Survey Data. *Applied Health Economics and Health Policy*, 1–14. <https://doi.org/10.1007/s40258-021-00641-9> PMID: 33615417

Reformulating Teacher Preparation for the Digital Age Learners : Need of the Time

Dr. Jijo Varghese¹, Sonu Singh Kushwaha²

1. *Assistant ProfessorB Department of Education, Regional Institute of Education (NCERT), Ajmer Rajasthan, 305004; 8547501035, jmecheril@gmail.com*
2. *Research Scholar, Department of Education, Central University of Kerala, Kasaragod, Kerala-671320; 8009532249; sonu.singh@cukerala.ac.in*

Abstract

It is a reality that the 21st century is highly influenced by digital technology and every aspect of human life is depended on the information and communication technology. In the field of education, at all levels, digital technology is an unavoidable element. Hence the teachers of the present century must be well equipped with digital literacy skills to enhance the learning of digital age learners. Hence the present study is aimed to analyze the relevance and necessity to incorporate the digital skills in teacher education curriculum and suggest some road map for redesigning the existing teacher education curriculum. It also provides skills to manage teachers' works smoothly with more accuracy and to present at the global platforms.

Keywords : Teacher education curriculum, life skills, learning skills, digital age learners, digital literacy skills

Introduction :

The complexities of 21st-century necessitate the prospective teachers to be well prepared and equipped with the teaching competencies (Trilling & Fadel, 2009). The advancements in science and technology, globalization, the explosion of information access, and the knowledge economy has created various requirements on education such as the incorporation of life skills, learning skills, and digital literacy skills (Stewart, 2014). When we reflect upon the public education in India, at all levels, is at a crossroad. It is because, the present system of education is not competent as expected to equip essential skills and competencies needed to be competent in the present globalized society. Even though there are timely recommendations, commissions, and policies to change and transform the education system, a proper output has not yet drawn out.

Assertion of many in the field of education reveal that the existing system of teacher education in India is not properly preparing the prospective teachers with skills essential to

be competent enough to succeed in the digital age. It is a fact that the absence of these skills of 21st century especially, creativity, skills for communication and collaboration, digital literacy skills etc. will lead them to an academic paralysis and they will not be able to mentor and guide the students in the Future. Undoubtedly, we can say that it is due to the fact that the curriculum and teaching methodology we apply and follow in the teacher education program is outdated and was suitable for the previous century. The present century learners, especially the children and the youth in the post-COVID 19 (the new normal) period, are so conscious of having a clear vision of the education system which they need and how must be 21st century education look like. Hence, they are more into a kind of education which satisfy their needs. They participate in online learning platforms and learn independently learn from e-resources which never make any sort of confinement and bounds of four walls of the classroom. Moreover, various researchers proved that learners in the present century are not satisfied with the knowledge and skills of a single teacher since they have access to large repository of knowledge in the for of e-resources. They prefer to get into the career of their choice and not limited to the few filed of jobs in the previous century. Various frameworks and associations related to 21st-century education have confirmed that prospective teachers need to be prepared with 21st-century skills and learn how to incorporate these skills into their classroom practices (AACTE, 2010; OECD, 2012). In this context, the teacher educators, policy makers, curriculum planners must rethink and redesign the existing curriculum of teacher preparation to teach the digital learners by comprehending their nature, demands, and styles of learning.

Methodology :

This paper aims to critically discuss the present status of teacher education with special reference to the teacher candidates in enabling to make them digital learners with adequatedigital skills. In doing so, the authors critically examine the Indian teacher education curriculum which gives an emphasis on teaching strategies of the previous century. Hence the objectives of the present study were (1) to analyze the Indian teacher education system in the context of preparing the prospective teachers with digital skills, and (2) to provide a suggestive map for redesigning a teacher education curriculum for preparing the teacher candidates of the present century. The methodology of data gathering and analysis was done by critically and judiciously analyzing the results of various studies conducted in a similar area and by analyzing newspapers, educational policies, teacher education curriculum frameworks, public survey results, and literature regarding the trends and developments in the higher education academia.

Teacher Preparation for the Twenty First Century :

Teacher education in the twenty-first century cannot be considered merely teacher training rather it is all about forming and moulding professional leaders in the field of education who are proactive problem-solvers, philosophers and empowered researchers. It is really about creating a vision of education in order to form teachers having teaching taste and skills and an inquiring mindset to understand the learner in the digital and technological world. Hence teacher education in the present century has to be dynamic. It cannot be simply theoretical discussions in the classrooms but pre-service teachers must be equipped with knowledge and skills for 21st century needs. Teacher education is the beginning point to help our students to meet the world of a new millennium (Rotherham& Willingham, 2010).

21st Century Teacher Characteristics :

It is generally observed that present day learners want to have teachers who have the knowledge and skills to support their involvement in all kinds of collaborative and e-learning culture. They are in need of educators who know how to create a learning environment and culture of learning which is suitable for the virtual workspaces of today's classroom. Hence the 21st century teachers must be able to:

Inspire students in their learning activities and develop them as creative thinkers to meet the needs of global society : To meet the educational objectives and produce the highest percentage of the graduates who are able to handle the complexities of the present world order, teachers must engage the digital-age learners effectively and efficiently.

Help and guide the learners to optimize their learning outcome : The teachers must be given proper learning eco-system to work within a technology-empowered learning ecology to help learners to utilize the e-resources of this digital learning environment to meet their individual learning needs.

Encourage the learning with multiple modes of teaching : The learners of the present century are digitally empowered and technologically savant. They are all expert in wide variety learning settings and in an open learning ecology of the 21st century, the teachers must incorporate a greater diversity of spaces, times, resources, media, and methods for learning. The synchronous and asynchronous, face-to-face and virtual modes of learning must be applied in all the teaching and learning activities by the teacher so that the learning styles of the learners may be enhanced.

Become an active participant in the learning activities : Teachers have to be part of every learning activities with appropriate knowledge and skills, whose expertise is orchestrated to improve learning.

Apply information and communication technology tools (ICT) for learning engagement : The present age teachers must be able to apply ICT tools for the teaching activities and enable the learners to engage in the learning activities with proper ICT tools in the education sector. Teachers must be aware about how to customize their teaching activities with the help of digital technology to meet the individual student needs and differences.

Be a continuous learner : Teachers must continuously engage in formal and informal professional development to upgrade their skills especially in the field of digital technology.

Be global educators : One of the aims of the teachers in the present century is to empower their students to live and work effectively and efficiently in a globally integrated society. They must enable their learners to participate in every learning opportunities that may enable them to go beyond the boundaries of the classroom apply their knowledge for the skill development in a global setting.

Redefining the Teacher Education Curriculum: Suggestive Roadmap :

21st century teaching must permit the learners to develop the skills needed when they enter higher education and even after completing the higher education, the workplace, and during all spheres of life (Scott, 2015). Integrating 21st century skills into the teacher education curriculum will engage prospective teachers in the learning and teaching process and allow them to graduate being better prepared to succeed in a growing global economy (Girlando, 2013). Teaching Skills such as creativity, communication, interpersonal skills, collaboration,

critical thinking, and problem-solving are crucial to ensuring the success of students (Girlando, 2013). Hence, teacher education program in the 21st century must have an innovative teaching strategy to promote the 21st century skills for the future teachers.

To keep the future citizens competitive and to make them to dream of equal educational opportunity a reality, we need to recruit, reward, train a new generation of talented teachers. Today teachers are asked to achieve significant academic growth for all students at the same time that they instruct students with ever more diverse needs. In this context, the prime question is that are we adequately preparing future teachers to effectively deal with the demands of the century?

Several studies have acknowledged the relevance of exploring 21st century skills in the classroom (Girlando, 2013; Rotherham & Willingham, 2009; Saavedra, & Opfer, 2012; Scott, 2015; Yoest & Kane, 2015) because the skills and competencies essential to be successful in the 21st century have become more universal. To form and prepare the teachers with the above characteristics, it is very essential to reformulate the teacher education curriculum of India focusing on the nature and needs of the 21st century learners. To make this possible, the teacher education curriculum must undergo thorough revision.

Integrate research-based teaching practices : The teacher education curriculum be must integrated research-based instructional practices and develop learning environments in the pedagogical activities of the prospective teachers and maximize the field experiences by frequent visit in the classrooms. The pedagogies and instructional methods used in the twenty-first century must have technological elements. This can happen if the pedagogical methods are collaborative, multi-disciplinary, and problem-based in nature. The preservice teachers must be equipped to apply the most suitable digital tools, techno-pedagogical strategies, and context based instructional strategies to enhance 21st century skills and help their students to learn.

The teacher education curriculum need to be broadened to incorporate the informal learning experience : The prospective teachers must receive more and more opportunities to explore and experience learning situations and comprehend the knowledge which they have acquired from outside classroom. There must be enough opportunity in the curriculum to engage pre-service teachers to work in the non-school environments such as out of school programs, after-school programmes, collaborative works, enrichment programs, working with community programs etc.

Enable the prospective teachers to teach in a blended learning settings : the impact of COVID-19 has shifted the classroom setting into a blended mode of instruction. The teachers in the coming years can expect any sort of dilemmas and pandemic situations at any point of time. Therefore any sort of abrupt change in the existing system of education may negatively affect the learning outcome of the students. Hence, the prospective teachers must be able to carry out activities virtual laboratories, online courses, and together with face-to-face instruction. Twenty-first century teachers must attain necessary training and expertise in online and blended learning environments as part of their teacher education curriculum that they master the skills to teach in such instructional settings.

Preparation for collaborative and team learning : The teacher education program should be based on technology-supported systems so that the learners can focus their education

with the help of peers, teachers, and mentor teachers in a digital collaborative environment. Future teachers must receive a real life learning experience through working and learning in teams with communities as part of their internship. Field experiences, internships, teaching practicum, working with community program etc. must be there throughout the teacher education program having proper space given to ICT so that students learn to easily and accurately translate knowledge into action.

Preparation of Professional Teachers : Teacher education in the present century cannot be viewed merely teacher training rather it is all about forming and moulding professional leaders in the field of education who are proactive problem-solvers, philosophers and empowered researchers. It is really about creating a vision of education in order to form teachers having teaching taste and skills and an inquiring mindset to understand the learner in the digital and technological world. Hence teacher education in the present century has to be dynamic. It cannot be simply theoretical discussions in the classrooms but pre-service teachers must be equipped with knowledge and skills for 21st century needs. Teacher education is the beginning point to help our students to meet the world of a new millennium (OECD, 2005; Rotherham& Willingham, 2010).

Optimize simulations in the Teaching Learning Process : In addition to real-world learning challenges, the teacher-students need to develop field experiences which is richly contextualized. This can attain through providing them simulated environments in the teaching learning scenario so that teacher candidates can encounter and respond to the various complex situations in collaboration with their co-learners. Simulations of classroom problems can reveal the teacher candidates to experience and expertise in solving such problems.

Apply contextualized teaching strategies for addressing the needs of learners : Teachers of the present century have to work with techno-savvy students who are preparing themselves to face the challenges of the 21st century. They are specialized and interested in diverse needs and skills. The teaching strategies of the previous century in the teacher education curriculum will make the teacher candidates monotonous and feel outdated. What we need in today's education system is that a curriculum and teaching strategies which make the learners to think and act globally, locally and individually. This Triplization (Cheng, 2001) will make the teacher candidates to become contextualized in their education. To make this possible, we need to design teaching strategies which must be rooted and based on multiple intelligences (Gardner, 1983), contextualized multiple intelligences (Cheng, 2001; Varghese and Musthafa, 2022) and other evidenced-based approaches which are useful in constructing the curriculum to meet the needs of varied learners of the present century.

Conclusion :

Various stakeholders in the field of education, very many times, have raised their voice to have transformational changes for teacher education curriculum to metamorphose the education system as per the needs and requirements of 21st century. It is time to build pathways to the future of digital-age teaching and learning especially in the teacher education sector. The curriculum planners and policy makers must, first of all, identify the features of 21st century teachers and learners, define the critical elements in the preparation of a teacher, identify the institutional, state, and national policy structures that are designed and developed for the creation of teacher education curriculum.

References

1. AACTE (2010). 21st Century knowledge and skills in Educator Preparation. New York: Routledge. American Association of Colleges for Teacher Education. <https://files.eric.ed.gov/fulltext/ED519336.pdf>
2. Cheng, Y. C. (2001). 'New education and new teacher education: A paradigm shift for the future' in Cheng, Y. C., Chow, K. W. and Tsui, K. T. (eds) (2001) *New Teacher Education for the Future*. Hong Kong Institute of Education and Dordrecht: Kluwer Academic Publishers, Hong Kong.
3. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. NYC: Basic Books.
4. Girlando, G. (2013). Making the shift from traditional teaching to 21st -century teaching (Doctoral dissertation). Retrieved from www.eric.ed.gov
5. OECD (2012), *Education at a Glance 2012: Highlights*, OECD Publishing. http://dx.doi.org/10.1787/eag_highlights-2012-en
6. Rotherham, A., & Willingham, D. (2010). "21st century" skills: Not new, but a worthy challenge. *Educational Leadership*, 67(1), 16–21.
7. Saavedra, A., & Opfer, V. (2012). Learning 21st century skills requires 21st century teaching. *Phi Delta Kappan*, 94(2), 8–13. <http://www.10.1177/003172171209400203>
8. Scott, Cynthia, L. S. (2015). The futures of learning 2: What kind of learning for the 21st century? (ERF Working Paper No. 14). Paris: UNESCO Education Research and Foresight. <https://unesdoc.unesco.org/ark:/48223/pf0000242996>
9. Stewart, V. (2014). Assessing 21st Century Skills and Competencies around the World. Retrieved from- http://blogs.edweek.org/edweek/global_learning/2014/02/assessing_21st_century_skills_and_competencies_around_the_world.html
10. Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for our life in our times*. San Francisco, CA: Jossey-Bass.
11. Varghese, J. & Musthafa, M. N. (2022). Integrating Digital Literacy Skills and Technological Intelligence in the Higher Education Curriculum of India: A New Paradigm. *Issues and Ideas in Education*, 10(1), 31–38. <https://doi.org/10.15415/iie.2022.1010>
12. Yoest, E., & Kane, M. (2015). How the Three Circle Model Develops 21st Century Skills in Students. *The Agricultural education magazine*, 88, 23.

Impact of COVID-19 on Trans Migration : In the context of India to GCC

Satish Kumar¹, Dr. Anjali Mehra²

1. *Research Scholar Ph.D(Economics), Guru Nanak Dev University, Amritsar (Punjab)-143005.*
2. *Associate Professor and Research Guide (Head School of Social Science) Guru Nanak Dev University, Amritsar (Punjab)-143005*

Abstract

International labour migration has been at the vital of policy concerns in many countries of the world. International migration has become a general phenomenon. The increasing movement of people from countries of origin to destination for employment has led to constant issues of human trafficking, exploitation and violation of migrant labour rights in host countries. India has transferred a significant number of people migrating to different regions across the world under different situations. There is a fast growth rate of 79 percent in the Indian migrants who were migrated to GCC countries over the two decades. India was the leading country of origin of international migrants, with 17.5 million globally. As many as 9.3 million migrants are concentrated in gulf countries. Large number of unskilled and semi-skilled Indian labour migration to Gulf countries is a current phenomenon. In this context, this present paper explores the problems of migrant workers from India during Covid-19. This study explores the impact of COVID-19 on the trans migration and the challenges like all the international flight suspended, loss of jobs and no job security/unemployment, no social securities, food and living crisis etc that have encountered, and finally reviews the respective by governments' responses. The study reports that the countries have been relatively successful in containing the pandemic due to governments' significant and proactive measures. This paper suggests that there is a need for developing long-term strategy to manage such pandemics in Indian migrants in near future. It also tries to understand the role of migration policies and migration management and regulation adopted by government of India.

Keywords :

labour migration; migration management; recruitment agencies; Covid-19;

Introduction :

The paper is divided into four sections. The first section introduction discusses the comparative data analysis of migration phenomenon of world and India. The second section reviewed the literature impact of Covid-19 on the migrant workers. The third section discusses the

Impact of COVID-19 infections and the challenges posed to the migrant workers. The final section concludes with policy recommendations.

World migration is termed as spatial mobility of people from one geographical region to another involving temporary or permanent change of residence due to different causes. Migration as “a central feature of the livelihoods of the majority of households in low income countries” and is understood as a spatial separation between the location of a resident household or family, and one or more livelihood activities engaged in by family members”. In developing countries, labour migration is poverty driven and adopted as household livelihood strategy. It happens from lacking regions to the prosperous regions in response to regional inequality.

As per the World Migration Report 2020 published by International Migration Organization in Table 01, there are an estimated 272 million international migrants which is 3.5% of the total world’s population in 2019, from 150 million which was 2.8% of the total world’s population in 2000. Out of total worldwide migrants approx. 164 million (60% of total migrants) migrants who left their homes for work. These 164 million international migrants’ workers worldwide contribute fully to the economies of their host and home countries.

Table-1. International migration around the world: IOM World Migration Report 2020

Migration details	2000	2020
Number of International Migrants	150 million	272 million
Proportion of world population	2.8%	3.5%
Proportion of female migrants	47.5%	47.9%
Country with the highest proportion of international migrants	United Arab Emirates	United Arab Emirates
Number of migrant workers	—	164 million
Global international remittances (USD)	126 billion	689 billion
Number of refugees	14 million	25.9 million
Number of internally displaced persons	21 million	41.3 million

The trend of Indian Emigration :

India continues to be the main origin of international migrants, with 17.5 million Indian-born people living abroad which is (1.25 % of the total India’s population). Making India the largest source country for international migrants globally, up from 7 million in 1990 and a 143% increase, according to an India Spend analysis of data from the United Nations Department of Economic Affairs. As per information available with the Ministry External Affairs, an estimated 1.35 crore (78% of total migrants) Indian national citizens including workers, professionals and experts were residing in various countries, including 88 lakhs in Gulf countries (which is 65% of total Indian migrants labour). With improvement in education and skill, India is considered as a country with a huge reservoir of both skilled and semiskilled

labour force. This has improved the status of India at international level as it is considered as one of the major contributors to contemporary labour flows. Since 1990 with LPG policy, liberalized India has registered an impressive growth of labour migration not only with its traditional destinations like United States of America (USA), the United Kingdom (UK), and Canada and Gulf countries, but also diversified and expanded its migrant destinations to Germany, France, Belgium, Australia, New Zealand, Japan (East Asia) and Singapore, Malaysia (South East Asia). This has led to drastic increase in the proportion of Indian migrants to other countries in recent decades especially in Gulf countries which is 65% of total Indian labour migrants.

Indian Diaspora in GCC countries :

GCC (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and United Arab Emirates (UAE) countries are commonly known as the major migrant corridors in the world. These six countries are the largest receivers of temporary labour migrants, with non-nationals comprising about 51 percent. GCC countries are importing migrant workers from India and other South Asian countries. South Asia is the most important source of migrant labour to GCC countries, with two-thirds of the total migrant stock in the GCC region and among the countries in South Asia; India contributes to being the largest number of migrant workers to GCC countries. Because, according to the latest estimate by UNDESA 2019, there are more than 30 million Indian Diaspora spread over 134 countries. The Gulf region is the major corridor for labour migration, with more than 9 million Indian migrants spread over the Gulf countries. So, it clearly shows that one-fourth of the total Indian Diaspora lives in the gulf region. Among the total migrants from India, the majority have chosen the Gulf countries as the important destination for Indian migrants to get better economic opportunities. In GCC countries, United Arab Emirates (UAE) and Saudi Arabia are the largest destinations for Indian migrant workers, with 3.4 million and 2.4 million, respectively. (Table-2)

Table 2 Indian Diaspora in GCC countries

Name of GCC country Indian Diaspora (million)	Indian Diaspora (million)
Bahrain	0.31
Kuwait	1.12
Oman	1.32
Qatar	0.7
S. Arabia	2.44
UAE	3.41
Total	9.3 (Till 2019)

Source : (UNDESA, 2019)

Need of the study :

As the COVID-19 pandemic unfolds, many countries face an unprecedented challenge of controlling the spiraling COVID-19 cases. The challenge has become even more dangerous in containing the virus among non-national peoples, mainly migrant labour/

workers. This study explores the impact of COVID-19 on the trans migration and the challenges like all the international flight suspended, loss of jobs and no job security/unemployment, no social securities, food and living crisis etc that have been countered, and finally reviews the respective by governments' responses. The study reports that the countries have been relatively successful in containing the pandemic due to governments' significant and proactive measures. This paper suggests that there is a need for developing a long-term strategy to manage such pandemics in Indian migrants in near future.

Objectives :

- To study the present structure of migration phenomena.
- To study the effect of Covid-19 on International labour migrants.
- To highlight the main challenges faced by migrants.
- To overcome through appropriate government policies and effective implications.
- To give suitable suggestions to improve the migrant problems.

Data Sources and Methodologies :

This paper is mainly based on secondary and primary data, primary data collected from various airports by conducting interview and secondary data from national and international documents such as MOIA (Ministry of Overseas Indian Affairs), ILO (Indian Labour Organization), IOM (International Organization of Migration), and United Nations reports on the workers' rights and so on. All these data have been analyzed statistically.

Review of literature :

The retrospective configuration of structure of migration studies has more potential to explain the interior dynamics of migration process during Covid-19. The theories of migration have simply analyzed the process, causes and consequence of migration phenomena during Covid-19.

Md. Mizanur Rahman (2021) in his study "Covid-19 and Migrants in the GCC states: Challenges, responses and key lessons studied the patterns of Covid-19 infections, identifies the challenges that the GCC states" have encountered and reviews the respective Gulf countries responses to flatten the curve and other Covid-19 impact. This paper suggests that there is a need for developing a long-term strategy to manage such pandemic in near future.

S IrudayaRajan and H Arokkiaraj (2020) teaches at the Centre for Development Studies, Kerala in their research "Research on International Migration from India Needs a Fresh Start" studied as a starting point for research in the unexplored areas in the context of international migration from India. In this article based on several magnitudes, such as developing more state level data sets, understanding new features of migration, and choices of new destinations, with the inclusion of additional categories of migration and interdisciplinary approaches.

(Foley & Piper, 2021) observed, the more affected sections of the COVID-19 menace were the migrant labour class, both internal and international, who were pushed to the border. Due to the unexpected and unplanned lockdown/shutting down of hotels, workplaces, construction work and other sectors which involved migrant labour, where they received hand-to-mouth wages, rendered them workless, wage less and homeless. Wage theft is an old phenomenon, however the COVID-19-induced migrant crisis magnified this issue.

In a report Labor Migration in Asia: “Impacts of the COVID-19 Crisis and the Post-Pandemic Future” has also pivoted to look at trends and the future of labor migration in light of the disruptions and developments related to the COVID-19 pandemic. The report observed that the Government of India embarked on a large-scale evacuation and repatriation mission called the Vande Bharat Mission.

As per the joint statement by ILO, FAO, IFAD and WHO(13 October 2021) in “Impact of COVID-19 on people’s livelihoods, their health and our food systems” stated that the COVID-19 pandemic has led to a melodramatic loss of human life universal and presents an unprecedented challenge to food systems, public health, and the migrant work also.

Impact on International Migrants Workers :

Millions of enterprises face an existential threat. Nearly the world’s 3.3 billion global labour are at risk of losing their livelihoods. Un-organized labour are generally vulnerable because lack social protection and access to better health care and have lost access to productive resources. Without earning of income during lockdowns, many are nor able to feed themselves and their families. Its mean, no income means no food, or at best, less food and less healthy food. Millions of migrant workers regularly face high levels of working poverty and suffer from a lack of safety, social security and labour protection, malnutrition and poor health as well as other types of exploitation.

In the short term, as of March 23, at least 174 countries, territories, or areas have issued new or changed existing COVID-19 related travel restrictions,” according to the UN Migration Agency. The most common types of restrictions are for those with medical issues, those traveling from restricted countries and those with nationalities that happen to overlap with restricted countries. The International Organization for Migration (IOM) is essentially tracking the day by day shutdown of global mobility pathways.

Indians jammed abroad due to the crisis, particularly from GCC countries, the India government began the Vande Bharat Mission (VBM). As per the data provided by Ministry of External Affairs (MEA) approx. 1.4 million Indian nationals stranded abroad had been repatriated under the VBM (MEA, 2020). MEA provided a list of country-wise and category-wise registration list of stranded Indians in foreign countries (MEA, 2020). As per this list, Indian workers stranded in the GCC countries were the highest amongst other categories requesting for their repatriation especially worker class. As per the latest data available on 10th March, 2021, 32.5 lakh workers had been repatriated from the Gulf (MEA, 2021).

Further, the guidelines issued by the Ministry of Health & Family Welfare had prescribed fourteen days of compulsory quarantine for all international arrivals with the first seven days to be spent in institutional quarantine (Ministry of Health and Family Welfare-2020). All the respondents of this study reported undergoing the COVID-19 tests and either institutional or home quarantine. It was observed that for domestic migrants, quarantine Centre and COVID-19 lab testing were state-sponsored at free of cost. However, for international migrants, the expenses for institutional quarantine and COVID-19 testing had to be incurred by the passengers themselves. Thus, the international reverse migrants had to bear a major financial burden during.

The COVID 19 crisis is affecting the health, education and jobs of already vulnerable immigrants and their children, as well as their broader social integration.

Five Ways of COVID-19 have changed the Global Migration :

The COVID-19 pandemic has changed human mobility for those of us washing our hands vigorously and avoiding social contact. But in addition to these disruptions to daily life, the pandemic fundamentally changed the face of global migration in at least five key ways.

1. Migrant labor—the engine of a globalized economy—stops moving. While exemptions might be made for key professions (e.g., scientists, doctors, journalists, government leaders), those who travel to work and travel for work may not be able to do so for the foreseeable future. Migrant workers currently overseas was not be able to get home, and families already dealing with complicated immigration and visa regimes experience prolonged separation for an entirely new reason.

If migrant workers are unable to travel to agricultural fields and these restrictions are paired with broader disruptions to the global food supply chain, it is worth considering longer-term impacts on global food security. As pointed out by CSIS's Caitlin Welsh, for the time being, countries such as the United States have plenty of food. But prolonged disruptions to migration blocked agricultural production and value chains to the detriment of food security, especially in the developing world.

2. Global inequality increases. Global inequality was already at its highest levels in history when COVID-19 hit. As of January 2020, 2153, people hold more wealth than the world's poorest 4.6 billion people. The world's 22 richest men have more wealth than all the women in Africa. Countries such as the India, Bangladesh, Philippines, Ghana, and Honduras rely heavily on remittances from citizens abroad. In 2020, A report published by World Bank on Migration and Remittances (World Bank, 2021b), remittance movements to low and middle-income countries declined marginally to US\$540 billion in 2020, only 1.6 per cent below the US\$548 billion due to Covid-19 in 2019. India, being the top recipient country with US\$ 83.1 billions mostly from GCC countries.

If migrant labor abroad is significantly disrupted by the economic shocks detailed above, those sources of income for families across the developing world impacted, creating ripple effects throughout their economies and, in turn, further widening the gap between the richer and poorer countries.

Seeing unequal responses and increased intolerant reactions to migrants, the United Nations Network on Migration has called for more uniform, non-discriminatory approaches in line with international law. A recent press release states that migrants and people on the move face the same health threats from COVID-19 as host populations but may face particular vulnerabilities due to the circumstances of their journey and the poor living and working conditions.

3. Faucets turn off more easily than they turn on. With few anecdotes to the contrary, politicians with skeptical or outright hostile views of migration have experienced electoral success around the world in recent years. COVID-19 has ushered in a new era of travel restrictions and required medical testing of migrants.

4. Forced migrants are unable to move, keeping vulnerable people in harm's way. Though this commentary focuses heavily on the potential longer-term implications of restrictions to labor migration, already vulnerable forced migrants also suffered from fewer

movement options. Already at risk of COVID-19, the forcibly displaced—refugees, asylum seekers, and internally displaced persons—and other forced migrants are also faced with diminished institutional capacity offering them support.

For example, Italy had more COVID-19 related deaths in one day (602) than all of South Africa's confirmed cases to date (402) as of March 23. When the virus inevitably spreads across sub-Saharan Africa and the rest of the developing world, forced migrants almost certainly at greater risk.

Additionally, the majority of forced migrants are internally displaced, so blocked movement pathways also mean that these people stocked in or near the dangerous places that forced them from home in the first place. This created opportunities for non-state actors to exploit grievances against governments. It also forced desperate people escaping harm to do so via shadowy irregular pathways.

5. Global migration goes increasingly into the shadows. There is growing evidence that limits on safe, orderly, and regular migration push vulnerable people—as many as 100 million globally—into shadowy irregular pathways. In such a scenario, those feeling compelled to move using smugglers, traffickers, and other illicit groups. Migration was increasing in and among developing countries with weaker health systems and rule of law. Irregular migrants crossed international boundaries without documentations or health checks. In the age of COVID-19, they put themselves, their fellow travelers, and anyone in their extended path at grave risk.

More Impact :

The Covid-19 pandemic has impacted migrants through the worldwide. Low-skilled and semi-skilled workers, refugees and displaced migrants in GCC countries are at a higher level of risk of contracting the corona virus. The pandemic has also heightened the dangers of already-dangerous migration routes i.e. Mexico. Since the epidemic of COVID-19, international organizations have recorded a peak in human rights exploitations suffered by migrants labour, especially in GCC countries. The restrictions on travel, forced as a measure to contain the corona virus, have resulted in a rise in helpless migrants, individuals who want to return to their home countries but cannot at that time due to restrictions of travel.

Impact on human rights on migrants : The Mixed Migration Centre (MMC), a non-profit monitoring on international migrants' human rights issues, reported that a rise in abuse and human rights violations since the start of the corona pandemic. Between July and August 2020, the MMC observed approx. 3,500 respondents in Africa, GCC, and Asia, and found that since the COVID-19 pandemic began, migrants have challenged increased risks of illogical arrest and detention, deportation, theft, bribery and extortion, domestic violence, sexual exploitation, and labor exploitation especially in GCC.

Restrictions on travel and migration : Governments around the globe have issued migration restrictions, including absolute prohibitions on incoming airlines. The International Organization for Migration noted that as of June 2020, a total of 216 countries established over approx. 45,000 travel bans to contain the spread of pandemic. Total 763 surveyed airports around the worldwide, 69 percent were partially or fully closed their boundaries. Over 80 percent of land border crossings were partially or fully banned. The imposition of closures and bans have left a large number of migrants stranded, meaning desiring to return home but

not able to travel due to implication of restrictions. These stranded migrants include unskilled, semi-skilled workers, international students, temporary visa holders for tourism, and migrants who travelled for medical treatment in other country. These migrants are often ineligible for government assistance due to their migratory status, resulting in hundreds of families falling into risky poverty. People at sea (marine traveler) face additional movement issues due to pandemic travel restrictions. A large number of maritime personnel/sailors including fishermen and employees on cruise ships and cargo vessels, have been stranded at sea for long periods.

Migrants living in camps : Migrants living in crowded shelters home and camps or camp-like settings face increasing health risks as COVID-19 cases continue to arise in their overcrowded living quarters, which often include overcrowding, inadequate sanitation conditions, poor nutrition, and limited access to health care facilities to these vulnerable groups. Several COVID-19 cases have been reported in migrant and refugee camps in GCC. COVID-19 related deaths were reported in these camps. People living in camp-like settings such as densely populated urban slums, informal settlements, or communal dormitories also face increased health risks due to the lack of or limited service provisions, access to water, inadequate health structure, and the difficulty of practicing physical distancing.

Migrant workers face additional hardship : In addition to lack of access to health care and information on COVID-19 prevention, many migrant workers are at greater risk of contracting and transmitting COVID-19. Crowded working conditions, workers living in communal worksite housing and continued operations of high-risk facilities amid the pandemic have been cited as factors contributing to spreading COVID-19 in many essential lines of work. Canada and Singapore reported large number of positive COVID-19 cases amongst migrant workers, including reports of deaths amongst these groups in countries such as Canada.

Migrant fatalities : Migrants' vulnerabilities and precarious situations may place them at heightened risk of contracting COVID-19, resulting in individuals who succumbed to and died of the virus as a result.

Suggestion to improve Indian migrations issues

Conclusion :

In a final conclusion, now is the time for global brotherhood and support, especially with the most vulnerable in our societies, particularly in the emerging and developing countries. Only jointly we can overcome the intertwined health and social and economic impacts of the covid-19 pandemic and prevent its escalation into a long-drawn-out humanitarian and food security issues, with the potential loss of already achieved by development gains.

We must identify this opportunity to build back improved. We are committed to pooling our skill and experience to support countries in their crisis response measures and efforts to attain the Sustainable Development Goals. We need to develop long-term sustainable approaches to address the challenges facing the health and agri-food sectors in India. Priority should be given to addressing underlying food security and undernourishment challenges, tackling rural area poverty, in particular through more and better jobs opportunity in the rural area, because most of labourmigrant have rural background extending social protection to all, easing safe migration pathways with the help of Indian Centre for Migration (MEA) and endorsing the formalization of the informal economy.

International migration plays a very essential and important role in developing countries

e.i. India. No doubt over the period of time, Indian migrants registered a tremendous growth in terms of unskilled labours, semi-skilled, professionals and nurse also, but still these migrants facing many challenges. About 70 percent of Indian workers in gulf are from the peripheral regions of India, majority of them are the part of absolute poverty before migration. Multiple changes have been noticed in migrant's life such as earning money increase at household level/ family level, sending their children to school, re-paid loan reduce unemployment rate, purchasing housing, increasing saving, increase commercial sector etc. Globalization and information of communication technology are playing important role for further enhancing migration from India into different parts of words. But we cannot ignore the problem challenged by the migrants workers before and after migration at the place of origin and destination countries.

A reported case shows living and working environment of Indian migrants' workers is harsh in GCC countries. Moreover, violation of human right against Indian also notices in case of domestic workers/drivers in GCC. For solidification Indian migration in positive way Government of Indian and GCC countries should take immediate actions for the welfare of these workers.

In this study by the primary data (collected from IGI airport Delhi) found that the major reasons of migration are inadequate infrastructure facilities, problems in modern agriculture, fault in recruitment process, large numbers of unemployment and current increasing crime scenario which need to over come through appropriate government policies and effective implications. The government of India has to frame policies which specifically concentrate more on enhancing the migration issues and employments.

This study emphasized the involuntary and forced nature of reverse migration due to the unexpected bans, without any preparedness and planning among the government, the negligent behavior of the employers and social aggression against the labour migrants. There is lack of migrant data and registration in welfare schemes. E-migrants portal excluded most of them from the relief package benefits. The COVID-19 crisis has overstated several pre-existing problems faced by the migrant workers which led them to suffer invariably at different stages of their reverse migration. This pandemic, therefore, should be used as an opportunity to bring positive measures and requires strong political will to implement them in future. The effective restoration of the international migrants in the post-COVID economy is an important policy matter which would require collecting latest data, job creation in origin country which matches their skill set get from host country, inclusion in welfare schemes more positively, transferability of social security benefits taking into consideration the mobile nature of migrant communities particularly lower-class migrant because there are not aware about govt. scheme for migrants. The Indian Community Welfare Fund should be mobilized not only in times of any crisis but also in reducing the migration costs for international labour migrants. For better policy making, government must integrate with the civil society which has good outreach with the migrant communities at the grassroot level and the govt. should be organize pre-departure orientation guide program especially for worker class at all international airport across the India.

References

1. S IrudayaRajan and H Arokkiaraj (2020) Vol.55, Issue 05.

2. <https://www.epw.in/engage/article/research-international-migration-india-needs-fresh>
3. Joint Statement by ILO, FAO, IFAD and WHO
4. Lok Sabha Unstarred Question No.3438 dt. 17.12.2021
5. IOM World Migration Report 2020.
6. Report of Labor Migration in Asia.
7. Ministry of Health and Family Welfare, 2020 Guidelines.
8. GCC-Gulf Cooperation Council.
9. UNDESA-2019 report.
10. Gulf Studies Center Working Papers No. 1 - April 2021.
11. Foley & Piper, 2021 & Srivastava, 2020.
12. <https://www.csis.org/analysis/five-ways-covid-19-changing-global-migration>.
13. Impact of the COVID-19 pandemic on migration - Wikipedia.
14. UNCTAD World Investment Report 2018.
15. Government of India, Ministry of External Affairs 2020.
16. (Dutta, 2021).

Abbreviations :

1. GCC- Gulf Cooperation Council
2. UNCTAD-The United Nations Conference on Trade and Development.
3. UNDESA-United Nations Department of Economic and Social Affairs
4. ILO-International Labour Organization.
5. FAO-Food and Agriculture Organization
6. IFAD-International Fund for Agricultural Development
7. WHO-World Health Organization
8. IOM-International Organization for Migration
9. Covid-19- Coronavirus disease 2019
10. VBM-Vande Bharat Mission
11. MEA- Ministry of External Affairs of India
12. OECD-Organization for Economic Co-operation and Development
13. CSSIS-Center for Strategic and International Studies
14. MMC-The Mixed Migration Centre
15. IGIA- Indira Gandhi International Airport.
16. (Srivastava, 2020)

Population Awareness Among Under Graduate Students in Tribal Belt Area of Hojai District

Dr. Prasanta Khanikar¹, Dr. Dipalee Haflongber², Mr. Dibakar Bordoloi³

1. Assistant Professor, Post - Graduate Department of Education, Nowgong College
2. Assistant Professor, Post - Graduate Department of Education, Nowgong College
3. Assistant Professor, Post - Graduate Department of Education, Nowgong College

Abstract

Population growth creates a great problem in human life and even has also made a negative effect on environmental aspect. The pace of development of a nation may not advance systematically, even after it has large stock of natural resources. There are two major causes behind this i.e. uncontrolled and unnecessary population growth and lack of proper skilled and trained human resources to explore as well as to make the natural resources available for proper use to make a quality life. Today's students are the responsible citizen of tomorrow. Education in population dynamics is quite necessary for an all rounded system of education to prepare young people for adult's roles in future in relation to their reproductive behaviour. So, an attempt has been made to explore the population awareness level among the undergraduate students. The topic is entitled as "Population awareness among under graduate students in tribal belt area of Hojai District."

Keywords : Population, Awareness, Education and Tribal belt area.

Introduction :

The problem of increasing over population has created pressure in every part of the world. Besides, this problem has made a strong negative effect on environmental and ecological system. Everyone has realised the bad effect of this problem upon the developmental process of national economy, upon the social life process, upon the cultural areas etc.

The pace of development of a nation may not advanced systematically, even after it has large stock of natural resources. There are main two causes behind this i.e. uncontrolled and unnecessary population growth and lack of proper skilled and trained human resources to explore and to make the natural resources available for proper use to make a quality life. Quality of life is a complex process. There is a great deal of disagreement among people in conceptualising and defining it. But in simple term quality of life is as optimal satisfaction of

physical needs and gratification of psychosocial –cultural needs which are intangible and are not amenable to qualifications. Quality of life emphasises on quantity and quality of the basic physical and psychological needs and quality of the social and cultural needs.

According to the views of different experts, the problems of increasing population are the most serious among all that have appeared before human society. The environmental scientist, planner, educationist, social scientist have appeared to take immediate action to eradicate this problem by alerting the nations about the horrible outcomes of such problems and said that the horror of population bomb is much more than that of destructive weapons like nuclear bomb, hydrogen bomb etc.

Population education is a new concept and this educational process deals with population matter i.e. fertility, mortality, migration. It is desired to help people understand the nature, the causes and consequences of population event. It is neither family planning nor sex education, although both these methods are used in population education. Moreover, it will not be appropriate to consider population education as method of raising small or big size of family. In simple words, population education is that which gives knowledge about the need and logical process of birth control with the help of systematic knowledge the effect of rapid population growth upon environment and life process. Population education is an educational process which helps individuals to learn about population and particularly the effect of population dynamic and the related problems on the individuals, family, community, nation and the world. Its main purpose is to create awareness, to provide knowledge and to develop responsible behaviour as well as improving the population situation to ensure a better quality life now and for the future's. According to UNESCO, "Population Education is an educational programme which provides for a study of population situation of the family, the community, nation and world, with the purpose of developing in the student's rational and responsible attitudes and behaviour towards that situation."

Needs and importance of population education :

Population education is the most necessary and the widely accepted subject matter of the present day situation. Almost every burning social problems caused by due to over population. In this regard the population education has an immense importance to solve such social problems. Following are some of important factors leading to the needs and importance of population education.

i) Controlling population explosion : It is very necessary to control the population explosion in India. Population explosion is the biggest problem which has drawn attention to all concerned. Therefore, population education is the need of the day.

ii) Better health : On account of over-population everyone has to compromise with their health. In this regard population education provides scientific knowledge about the importance as well as means improving health and hygiene.

iii) Small family norms : Population education enables the youth that family size is controllable through proper family planning. It was needed primarily to create awareness about the rate of population growth and the growing necessity of small family norms.

iv) Decreasing environmental crisis : High population causes environmental degradation. It causes land, water and air pollution, deforestation, soil erosion, etc. To overcome

such crisis population education is essential.

v) Development of quality life : Over population adversely affects the quality of life. People suffer from problems like malnutrition and deprivation of other amenities of life. Population education helps to understand these varieties of problems and find their solution thereby ensuring a better quality of life.

vi) Maintaining sex equality : Population education includes sex education and it also reduces the disparity between the sexes.

vii) Creation of healthy attitudes : Population education has a great significance for creating healthy attitudes and skills and positive reproductive behaviour.

ix) Proper utilization of natural resources : Population education stresses that when a country has an optimum population the natural resources are utilized effectively. Optimum population contributes to national income. Population education helps to understand the relationship between population and development.

x) Minimizing the problem of unemployment : Population education can minimise or solve in a large scale the problem of unemployment which is occur due to the over population. Therefore population education is important in the 21st century.

Area of the study :

Hojai district is a district of Assam consists with tribal belt area. There is only one degree college named as Veer Demalu Memorial College in the tribal belt area which is still today un-provincialised. It offers only Arts course. There are total 448 students in the said college.

Rationale of the present study :

The problem of increasing population has become a great challenge before the mankind. The challenge created by such problem is much greater in the developing countries like India. Due to rapid growth of population, the developmental process of the country have disturbed in many ways. We people are very unaware about it and generate a host of social problems like poverty, food, shelter, and education etc. every time. The government of India has launch many population policy since independence but the rate of population growth is still very fast. The educationists, social workers, policy makers and the curriculum designer have incorporated many population related topics in the curriculum from higher secondary level of education. The entire success of this effort largely depends on our students as because today's students are responsible citizen of tomorrow. They are expected to behave in a responsible manner to the society in future.

Therefore the present study is undertaken to look at the awareness level of students pursuing their degree and to make them more responsible by suggesting some valuable suggestions.

Objectives of the study :

The following objectives were set for the present study

- i) To study the level of population awareness among the undergraduate college students.
- ii) To study gender wise population awareness among college students.

Hypotheses :

The following hypotheses were set for the present study

H₁ The population awareness level among undergraduate college students is high.

H₀ There is no significant difference in the level of population awareness between male and female students.

Delimitation of the study :

- Present study was delimited to the tribal belt area of Hojai district only.
- Present study was delimited to the Veer Demalu Memorial College only.

Review of related literature :

Pandey, N., Patel, S. And Srivastava, S. (2012) carried out a study on awareness and attitude towards population related issues among teacher trainees. The present study aims at to identify the level of awareness attitude of teacher trainees of B. Ed. Colleges about population problem and population education as well as also to find out the relationship between the attitude and awareness of men and women teacher trainees, science and arts teacher trainees, high and low caste teacher trainees of government and government aided colleges. The study found that Arts and science teacher trainees of the training college are mostly aware of the population problem of the country. It is also found that most of the arts and science teacher trainees' especially female teacher trainees of the training colleges had favourable attitude towards population education. The variables of awareness and attitude were found to be positively and highly correlated.

Pariyar, R. And Pradhan, B. (2018) carried out a study on population awareness among higher secondary school teachers of Dhemaji district of Assam. The study found that urban teachers have more population awareness than rural teachers as well as female teachers have more literacy and small family norms awareness than male teachers.

Methodology :

Method of the study : Descriptive method was used for the present study as the study is related with the fact findings.

Population of the study : All the 448 numbers of B. A. Students were regarded as the population of the study, out of which 155 numbers were boys and 293 numbers were girls.

Sample and Sampling Techniques : For the present study the random sampling technique has been used. Keeping in view the adequacy and representative quality of the sample 30% percentage of the total population was selected as the sample for this present study. A total of 135 regular students (47 Boys and 88 Girls) pursuing undergraduate courses in the selected college were chosen for the present study.

Tool used :

Population Awareness Inventory [PAI], a self structured questionnaire was developed and standardized by the investigators themselves in order to collect information about population awareness of students. The scale was prepared to measure the population awareness ability on the basis of some dimensions, like causes of population growth, rate of growth of population, existing status of population in India as general and in Assam in particular, problems that arise due to population explosion, family planning etc. Initially forty five (45) statements

related to population behavior of common human beings including students regarding their thoughts were included but later these items were reduced to forty two (42). The mode of response to each of the item of the inventory is in the form of a forced choice i.e. agree or disagree, indicating complete agreement or disagreement with the proposed statement respectively. The scoring procedure of each item is different in the scale. A respondent can attain minimum 0 and maximum 60. A respondent within the range of 0-15 score indicates the low level population awareness 16-44 marks for respondent indicates average level population awareness, 45-60 score secured by any respondent indicates high level of population awareness.

The reliability coefficient of correlation of the scale was calculated by following split half method and it was found as 0.73 which was considered as very high and satisfactory.

Analysis and interpretation of Data :

In the present study, the collected data was analyzed by using the statistical tools like simple percentage, arithmetic mean, Standard deviation and t-test. Mean was calculated to sum up the characteristics (population awareness) of the whole group of respondents in figures; t-test was used to study the statistical difference in the mean score of male and female students in regard to population awareness.

Figure No. 1 shows distribution of population awareness scores of 135 college students

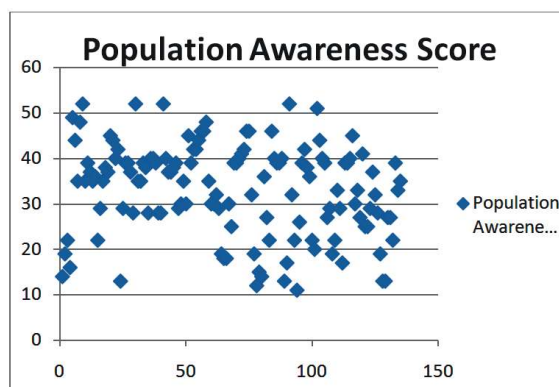


Table No. 1 shows the Level of population awareness among college students.

	N	Level of population awareness		
		High	Average	Low
No. of respondents	135	16	110	9
%		11.85%	81.48%	6.67%

It is observed that population awareness level among most of the college students is average. A total of 11.85% students shown high level of population awareness, 81.48% have shown average level and 6.67% students have shown low level of population awareness.

Figure No.2 shows the gender wise population awareness among college students

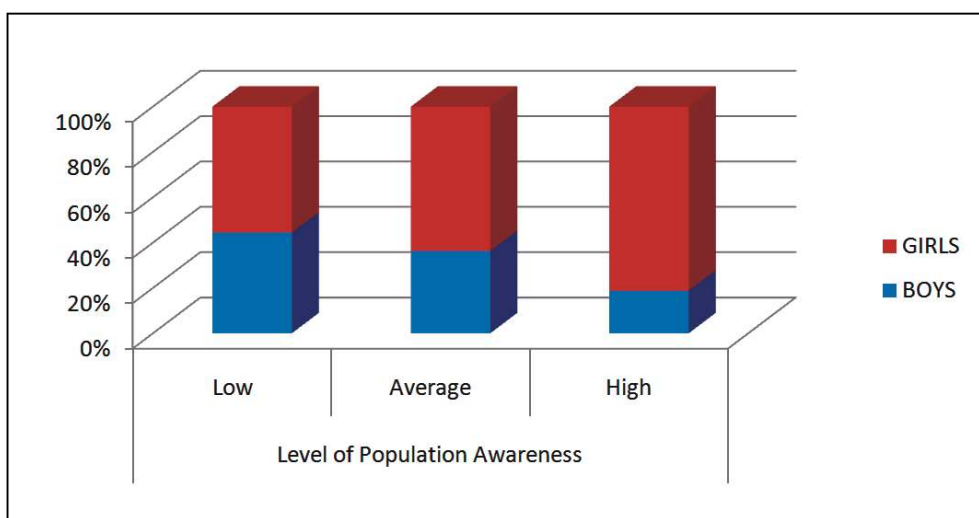


Table No. 2 shows gender wise pop-n awareness level among college students

Category	N	M	Level of population awareness		
			High	Average	Low
Male	47	30.17	6.38%	85.11%	8.51%
Female	88	34.76	14.77%	79.54%	5.68%

From the above table and illustrations it is observed that there is mean difference in population awareness level between male and female respondents. A total of 6.38% male respondents have shown high population awareness level, 85.11% have shown average level of population awareness and 8.51% male respondents have shown low level of population awareness.

On the other hand 14.77% female respondents have shown high population awareness level, 79.54% have shown average level and 5.68% of the total female respondents have shown low level of population awareness. The mean difference indicates that female students have population awareness than their counterpart. It may be stated that the formulated alternative hypothesis was rejected i.e. the population awareness level among undergraduate college students is high.

Table No. 3 shows the testing of significant difference about population awareness between male and female students

Gender	N	M	SD	df	't'	CR at 5%	Remark
Male	47	30.17	10.10	133	0.012	1.98	Insignificant
Female	88	34.76	9.73				

Table no. 3 depicts that there is mean difference regarding population awareness between the groups of male and female. The problems raised due to population explosion faced by female respondents are not alike than their counterpart.

The 't' value obtained while comparing the level of population awareness between male and female is insignificant at 5% significant level ($t = 0.01 > 1.98$). Therefore it can be said that there is no significant difference exist between male and female respondents about population awareness. Hence there are 95% chances that no difference exists about population awareness level among the students of the above two categories.

Educational Implications of the present study :

The results of the present study have very significant value in the field of education, especially in the field of population and environmental education. The educational implications are as follows:-

- This study will help to learn the present population awareness level among the students of college level.
- It will help to create awareness among the students and the common people of the society about population awareness.
- This study will also help the teachers to adopt the necessary initiatives in this regard to generate and develop awareness among the future guardian of the society.
- This study will help to make the people conscious about the fastest growth of population.
- It will help to make alert the parents and new generation to check the population explosion.

Findings of the study :

The findings of the present study are as follows

- The population awareness level of the most of the undergraduate college students is average irrespective of their gender. The percentage of students showing high, average and low level is 11.85%, 81.48% and 6.67% respectively.
- There exist no significant difference in the level of population awareness between boys and girls.

Conclusion :

From the conducted study it can be said that the students who were pursuing their higher education in this college are aware of the population explosion irrespective of their gender. Most of the students on whom the study was conducted have shown an average awareness level about population explosion. It is generally heard that the new generation is not aware of the raising of new social issues and problems. But the study has proved that they are not as unaware as we thought. But, there is a need for some awareness programmes to be organized among college students regarding this universal issue.

Works Cited:

- Aggarwal, J. (2009). *Development and Planning of Modern Education*. 576 Masjid Road, Jahangirpur, New Delhi-110014: Vikash Publishing House Private Limited.

- Aggarwal, J. (2009). *Education in the Emerging Indian Society*. 115-A Viksh Marg Shakarpur, Delhi-110092: Shipra Publication.
- Akhtar, P., F.T, S., & Das, P. (2018). *Environmental and Population Education*. Panbazar, Guwahati-781001: Assam Book Depot.
- Baruah, J. (2009). *Paribesh Aru Janasankhya Siksha*. Panbazar Guwahati-781001: Chandra Praksh.
- Chaube, S. (2008). *Problems of Indian Education*. Dr. Rangeya raghava Marg, Agra-2: Vinod Pustak Mandir.
- Dash, B. (2007). *Principles of Education and Education in the Emerging Indian Society*. Gali Arya Samaj, Delhi-110006: Ajanta Prakashan.
- Kochaar, S. (2005). *Pivotal Issues in Indian Education*. New Delhi-110020: Sterling Publication.
- Koul, L. (2008). *Methodology of Educational Research*. Noida, Uttar Pradesh: Vikash Publishing House.
- Pande, Nisha; Patel, Shrikrishna; Srivastava, Sanjay. (2012). A Study on Awareness and Attitude Towards Population Related Issues Among Teacher Trainees. *International Journal of Management and Social Sciences* , 1 (2), 250-256.
- Pariyar, R., & Pradhan, B. (2018). Population Awareness Among Higher Secondary School Teachers of Dhemaji District of Assam: A Study. *International Education and Research Journal* , 4 (1), 46-48.
- Sharma, M. (2013). *Environment and Population Education*. Panbazar Guwahat: DVS Publishers.

Strength in the Face of Challenges: A Systematic Review of Psychological Hardiness

Himanshi Yadav ¹, Dr. Y. Vijaya Lakshmi ²

*Research Scholar ¹, Assistant Professor ²
Centre for Studies and Research in Education, School of Education,
Central University of Gujarat, Gandhinagar, Gujarat, 382030
himanshi208606004@cug.ac.in; yadavhimanshi1415@gmail.com*

Abstract

Psychological hardiness is a personality trait that helps to deal with stressful life events in a positive and proactive manner. It is a concept that has gained popularity in the field of education and psychology in recent years. It has three dimensions i.e., commitment, control, and challenge. These dimensions make an individual mentally, physically, and emotionally strong despite exposure to stressful events. Through a systematic review of related literature, in this paper we presented its conceptualization, importance, and effects on various important life domains. A hardy person is more self-confident, optimistic towards the environment, uses rational-oriented coping styles, and also has good mental health. Thus, it is positively correlated with many important life domains like life satisfaction, spiritual intelligence, moral development, emotional intelligence, workaholism, self-efficacy, mental health, irrational beliefs, career adaptability, etc. An attempt was also made to know about why and how psychological hardiness was explored in various research studies and we conclude that psychological hardiness is a valuable construct which has equal implications for both young and old and further research is needed to fully understand its potential and ways to develop it among individuals.

Keywords : Psychological hardiness, resilience, dimensions of psychological hardiness.

Introduction :

Psychological hardiness is a personality trait that is associated with a person's ability to cope with stressful events in a positive and proactive manner. In the present era, stress is omnipresent but, its nature and the causes may differ from person to person and group to group. In the present days, students face various challenge like academic competition, examinations, peer pressure, meeting parents' expectations, etc., and adults in general are in stress due to problems related to finance, family, job, health, peer pressure to maintain comparative standard of living, etc. Thus, stress is universal, and it needs to be handled

positively. Psychological hardiness is one such trait which helps an individual to fight stressful life events in a proactive manner. It has three dimensions i.e., Commitment, Control, and Challenge (Kobasa, 1979). All these dimensions make an individual mentally, physically, and emotionally strong despite exposure to stressful events (Ganellen & Blarey, 1984). Hence, in recent years it has been studied in various contexts and among various target groups.

Objectives of the study :

The main objective of the present study is to provide a critical review of research on psychological hardiness, focusing on its conceptualization, importance, and effects. The study also attempts to know about why and how it was explored in various research studies, and what can be explored further in this area?

Methodology :

The present study adopted qualitative systematic review method to review the related literature in the area of psychological hardiness. The researchers systematically reviewed studies specific to the objectives of the present study. The review studies were collected from various sources such as Shodhganga, Research Gate, Elsevier, Taylor and Francis, Sage, Google scholar, Jstor, Academic edu, and other e-journals. Keywords like psychological hardiness, resilience, dimension of psychological hardiness, and effects of psychological hardiness were integrated to search the related literature in journals and databases.

Criteria for inclusion :

The studies conducted between 2021 and 2007 and those which were relevant to fulfill the objectives of the present study were considered for review. Thus, studies which talked about importance, role, and effect of psychological hardiness on various aspects like stress management, homesickness, anxiety, emotional maturity, job satisfaction, etc., and its relation with other important life domains like life satisfaction, spiritual intelligence, moral development, emotional intelligence, workaholism, self-efficacy, mental health, irrational beliefs, career adaptability, etc., were included in the review.

Conceptualization of Psychological Hardiness :

The concept of psychological hardiness was introduced by Kobasa (1979) as a “resistance factor” and defined as “a combination of one’s beliefs about oneself and one’s way of looking at the world”. “Hardiness is an operationalization of existential courage and aids the individuals in pursuing the future despite its uncertainty” (Maddi, 2004). “Hardiness is a personality style, which is characterized by a sense of commitment (rather than alienation) and of control (rather than powerlessness) and a perception of problem as a challenge (rather than threats)” (Santrock, 2006)

Psychological hardiness is a person’s ability to perceive stressful changes precisely and also deal with them effectively (Abdollahi et al., 2015). It acts as a protective shield against stressful life events (Kobasa, 1979). It includes the cognitive, emotional, & behavioral qualities of an individual (Sharma, 2020) and helpful to understand conditions and make a desirable decision about oneself. (Jomhari, 2002). It is composed of three dimensions i.e., Commitment, Control, and Challenge (Kobasa, 1979). Commitment refers to an individual’s ability to be committed to their daily life activities, beliefs, values, work, family, and sense of identity. It is helpful to make good social relations, and also gives a sense of meaning, and goal-directed

behaviour. Control refers to the perception of a person that he/she can influence the stressful situation by their efforts (rather than a feeling of helplessness). A person who has strong control on oneself feels that “they are masters of their fate” and always ready to take responsibility for whatever happens to him/her. Challenge refers to a person’s ability to see a stressful situation as a learning opportunity (rather than a threat). A person who is strong in the dimension of Challenge is always ready to learn from their mistakes and continuously grow from their new experiences (Sharma, 2020).

Al-Rawwad et al. (2019) and Lambert et al. (2003) consider resilience as synonymous to psychological hardiness and define it as positive capacity of an individual to cope with stress, catastrophe, and negative events. Individuals with low resilience will face disturbing difficulties in the long term, whereas highly resilient individuals have the ability to deal with stressful situations (Khaledian et al., 2016).

Psychological Hardiness: Importance and effects :

Hardy individual is more optimistic toward the environment (Garrosa et al., 2008; Maddi & Khoshaba, 2005) and prefer to use rational-oriented coping styles rather than emotional-oriented coping styles in managing stressful events (Delahaij et al., 2010). Zadeh (2017) believed that hardiness develops self-confidence and enthusiasm during a stressful situation and also converts stress into growth opportunities. Therefore, individuals with high levels of hardiness have greater concentration power, and good mental health as compared to those individuals who have a low level of hardiness. Low level hardy individuals face higher mental health issues, depression, and stress (Abdollahi et al., 2015; Azarian et al., 2016; Johal, 2017; Leslie & Hutchinson, 2018; Narad, 2018; Sharma, 2020; Vashishtha, 2014).

Kobasa (1979) claimed that psychological hardiness plays as a protective shield against stressful life events. It is considered as most important factor that affects various psychological variables such as mental health, emotional intelligence, happiness, academic achievement, parenting styles, attachment styles, adjustment etc (Kaur, 2017; Sheard, 2009; Sheard & Golby, 2007; Vashishtha, 2014; Yaprak et al., 2018), and it also plays an important role in qualitative aspects of man’s life and creates equilibrium in various dimensions. (Setoudeh, 2007 as cited in Narad 2018). Narad (2018) explored the relationship between psychological hardiness and home environment and found that psychological hardiness is significantly correlated with home environment and there exists a positive correlation between the Commitment dimension of psychological hardiness with Control, Protectiveness, and Reward dimensions of home environment. The Control dimension of psychological hardiness is positively related to Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, and Deprivation of Privileges dimensions of home environment. Furthermore, the Challenge dimension of psychological hardiness is positively correlated with Control, Protectiveness, Punishment, Conformity and Reward dimensions of home environment. Yavuz & Dilmac (2020) explored the relationship of psychological hardiness with mindfulness and spiritual well-being of university students and claimed that there exists a significant positive correlation between psychological hardiness, mindfulness, and spiritual well-being. Shread & Golby (2007); Shread (2009); Samadzadeh et al. (2011) found that academic performance has a significant correlation with psychological hardiness and its “commitment” dimension and Samadzadeh et al. (2011) found that psychological hardiness is also a predictor of academic

performance of students. The relationship between psychological hardiness and life satisfaction of working women was explored by Al. Rawwad et al. (2019) and found that psychological hardiness is positively related to life satisfaction, and it is also a significant predictor of life satisfaction. Golestanch (2018) studied the relationship between psychological hardiness and pain self-efficacy of university students and found that it is positively correlated and also a significant predictor of pain self-efficacy. Relationship between psychological hardiness and career adaptability was explored by Ndlovu & Ferreira (2019) and they claimed that psychological hardiness is a significant predictor and positively correlated with career adaptability. The Commitment dimension of psychological hardiness is positively correlated with Attribute and Concern dimensions of career adaptability. The Control and Challenge dimensions of it are significantly correlated with Concern, Confidence, and Curiosity dimensions of career adaptability. Dogahneh et al. (2013) and Khaledian et al. (2016) studied the relationship between psychological hardiness, emotional intelligence and workaholism and found that it is positively correlated to emotional intelligence and negatively related to workaholism. Khaledian et al. (2016) also found that psychological hardiness is negatively correlated to irrational beliefs. Kaur (2017) explored the relationship between psychological hardiness and parenting styles and found it is significantly correlated with parenting styles of senior secondary students. Harrision & Brower (2015) claimed that hardy individual experiences less homesickness and greater adjustment. Darvishzadeh & Bozorgi (2016) explored the relationship between psychological hardiness and moral judgment of female students and found that it is significantly correlated to moral development and is significant predictor of moral development. Azarian et al. (2016) explored the relationship of psychological hardiness with four indicators of the emotional control index i.e., depression, anxiety, anger, and positive affect in women, and found that it is negatively related to depression, anxiety, and anger and positively related to positive affect. Dyk (2015) studied the relationship between psychological hardiness and psychological capital and claimed that it is positively correlated with psychological capital. It implies that an individual with high level of psychological hardiness is more likely to make a positive contribution towards a new work. Johal (2017) and Lakshmi Rani (2011) studied the relationship between psychological hardiness and mental health and Leslie & Hutchinson (2018) explored its relationship with mental health conditions. They found that psychological hardiness is positively correlated with mental health and negatively correlated with mental health conditions. Leslie & Hutchinson (2018) also found that the difference between high and low distress scores was due to the negative impact of students' hardiness level on their mental health. Abdollahi et al. (2015) carried out a study on the relationship between psychological hardiness and suicidal ideation among university students and also explored that it could mediate the relationship between perceived stress and suicidal ideation among university students and they claimed that it is negatively correlated to suicidal ideation among undergraduate students, and it mediates the relationship between perceived stress and suicidal ideation. Therefore, it indicates that students with high levels of hardiness face less mental health problems and also committed less suicide than those with low levels of it.

A few studies explored the relationship of high and low psychological hardiness with many psychological variables. Hanton et al. (2013) explored the interaction effects of hardiness (high vs low hardiness) and anxiety trait interpretation on competitive anxiety intensity and

the frequency and effectiveness of coping usage and found that if a person has a high level of psychological hardiness, then he or she makes greater use of planning, active coping, and efforts strategies during a stressful situation and has a low level of worry and somatic anxiety and also a high level of self-confidence than a person with low level of hardiness. Vashishtha (2014) studied how high hardy and low hardy college students differ in their attachment styles, adjustment, & psychological well-being and found that secure students have higher hardiness as compared to insecure students (fearful, preoccupied, and dismissing). The result also revealed that a person with high hardiness has better adjustment, academic performance, and psychological well-being as compared to those who have low hardiness. Shakir (2013) explored the difference between high and low effective group of principals on their psychological hardiness and found that principals with high level of psychological hardiness are more effective than those with low level of it. Sharma (2020) compared the mean scores of students with low and high level of psychological hardiness and high and low levels of stress and found that those students who have high psychological hardiness have less level of stress.

Thus, it is evident from the reviewed studies that psychological hardiness is one of the most important psychological construct since it influences many psychological variables like mental health, academic achievement, life satisfaction, home environment, attachment style, adjustment, psychological well-being, stress management, homesickness, anxiety, emotional maturity, spiritual intelligence, moral development, emotional intelligence, workaholicism, pain self-efficacy, irrational beliefs, and career adaptability. Hence its exploration can lead to many important findings. From the review, it is clear that psychological hardiness is studied not only on students, but it is also studied on working women, teachers, and school principals etc., and in various contexts like military, education, health, etc. It shows the prominence of psychological hardiness for everyone.

Psychological Hardiness as explored in research studies :

Psychological hardiness is defined as a personality trait that increases the inner resistance to fight against depression and stress (Desai, 2017; Kaur, 2017; Narad, 2018; Samadzadeh et al., 2011; Sheard, 2009; Sheard & Golby, 2007; Vashishtha, 2014). It is composed of three dimensions i.e., Commitment, Control, and Challenge. Commitment refers to dedication toward their life activities, values, and work. Control refers to the ability to manipulate the outcome of stressful events through their own efforts. Challenge refers to seeing stressful life events as opportunities for personal growth (Harrison & Brower, 2015; Malik, 2020; Nayyar, 2013; Sheard, 2009; Sharma, 2020). From the reviewed studies it was observed that majority used survey design to study about psychological hardiness. A few of the studies used correlational design to study the correlation between psychological hardiness and other psychological variables and few used factorial design to study the interaction effect of hardiness (high vs low hardiness) on other psychological variables. To measure the psychological hardiness of respondents Personal Views Survey III-R developed by Maddi & Kobasa (2001) was the most used tool (Abdollahi et al., 2015; Ndlovu & Ferreira, 2019; Sheard & Golby, 2007; Sheard, 2009). It consists of 18 items based on a 4-point Likert scale to measure three dimensions of psychological hardiness i.e., Commitment, Control, and Challenge. The second most used tools were Psychological Hardiness Scale (PHS) (Singh, 2008) and Dispositional Resilience

Scale (DRS; Bartone et al., 1995) and both the scales have three dimensions i.e., Commitment, Control, and Challenge. PHS was used by Kaur (2017); Kaur (2017); Narad (2018); Shakir (2013); Vashishtha (2014), while DR Swas used by Desai (2017); Hanton et al. (2013); Harrsion & Brower (2015); Leslie & Hutchinson (2018); Van Dyk (2015). Malik (2020) used a self-made questionnaire to study psychological hardiness and it consists of 58 items based on 5-point likert scale to measure the same three dimensions of psychological hardiness i.e., Commitment, Control, and Challenge. Thus, this shows that there is a need to explore psychological hardiness in various other ways and also develop new tools to measure it.

Majority of the reviewed studies were conducted on students like high school students, senior secondary students, and university students, and some of the were conducted on teachers, principals, nurses, the military, and other groups. Random sampling techniques like simple random sampling (Abdollahiet al., 2015; Azarian et al., 2016; Al-Rawwad et al., 2019; Dogaheh et al., 2013; Desai, 2017; Golestaneh, 2018; Khaledian et al., 2016; Kaur, 2017; Narad, 2018; Sharma, 2020) stratified random sampling (Kaur, 2017) and multi-stage sampling (Samadzadeh et al., 2011) were the most used sampling technique while few of them used convenience (Dyk, 2017; Ndlovu & Ferreira, 2019; Yaprak et al., 2018; Yavuz & Dilmac, 2020) and purposive sampling techniques (Malik, 2020; Shakir, 2013; Vashishtha, 2014) for the sample selection. Majority of them used descriptive statistics to describe the data, t-test, and ANOVA were used for studying the influence of demographic variables on psychological hardiness, and Pearson coefficient correlation (PCC) for studying the correlation between psychological hardiness and other psychological variables. Researchers used regression for studying the effects of psychological hardiness and MANCOVA was used for studying the interaction effect of high and low hardiness on other psychological variables, and two of the reviewed studies used Structural equation model (SEM) for studying the relationship between multiple variables and also developing theoretical models.

Scope for further research :

Psychological hardiness is abroad concept. However, it is still much explored in only three dimensions i.e., Commitment, Control, and Challenge. Hence, future research should focus on developing more nuanced conceptualization and measures of psychological hardiness. As expressed in the earlier section, there is also a paucity of research tools to measure psychological hardiness and hence, studies purely aiming to develop the tools to measure psychological hardiness can be undertaken. Further, correlational studies to explore the relationship of psychological hardiness with many other variables like happiness, decision-making skills, locus of control, social skills, family environment, and social maturity, etc. can also be undertaken. Dogaheh et al. (2013) suggested exploring the relationship among psychological hardiness, emotional intelligence, and workaholism on various age groups such as teenagers, middle-aged and old. A correlational study with student retention rates and academic achievement can also be undertaken (Leslie & Hutchinson, 2018). Kaur (2017) and Malik (2020) recommended that further studies can explore the influence of working & non-working women mothers and types of family on their psychological hardiness. Abdollahi et al. (2015) recommended exploring the role of psychological training in the process of suicidal patients' treatment.

Conclusion :

From the reviewed studies it is evident that psychological hardiness is one of the most important personality traits not only for adolescents but for every age group because it is helpful to fight with stressful life events in a positive way. Psychological hardiness is the ability of an individual that helps to deal with difficult situations because it acts as a protective shield and increases inner resistance against stressful life events. It has three dimensions i.e., Commitment, Control, and Challenge. Individuals with higher levels of psychological hardiness are better equipped to cope with stress and adversity in a positive and proactive manner. Thus, it has implications for individuals, organizations, and society as a whole. From the literature, it is clear that there is paucity of research in this area especially in Indian context and hence it can be explored further. Majority of studies explored this construct using survey method and hence the scope of using other research designs can be explored. Studies to determine the most effective ways to promote psychological hardiness in individuals and organizations can also be initiated. Personal Views Survey III-R (Maddi & Kobasa, 2001) was the most used tool in psychological hardiness studies. Random sampling technique was mostly used by the researcher for the sample selection and descriptive statistics, t-test, PCC, ANOVA, & MANCOVA were used for data analysis.

Psychological hardiness is significantly correlated with various psychological variables i.e., home environment, emotional intelligence, academic achievement, spiritual well-being, mental health, and negative related to mental health problems, depression, stress, and suicidal ideation, etc. It is also a predictor of many psychological attributes. Further reviewed studies indicate that there is a strong need to develop new research tools to measure the psychological hardiness of different age groups.

In conclusion, psychological hardiness is a very important construct which enhances the ability of an individual to face the stress full situations in a positive and proactive manner. The research studies carried out on this construct provide evidence that it is strongly and positively correlated to many other psychological constructs. Hence, there is a strong need to undertake studies not only to measure it but also to develop it among various groups of people.

References

- Abdollahi, A., Talib, M.A., Yaacob, S.N., & Ismail, Z. (2015). The role of hardiness in decreasing stress and suicidal ideation in a sample of undergraduate students. *Journal of Humanistic Psychology*, 55 (2), 202-222.
- Al-Rawwad, T.M., Gazo, A.M., & Abood, M.H. (2019). Psychological hardiness among working women in Jordan and its relationship with life satisfaction, *Transylvania Review*, 27(46), 13242-13249.
- Azarian, A., Farokhzadian, A.A., & Habibi, E. (2016). Relationship between psychological hardiness and emotional control index: A communicative approach, *International Journal of Medical Research & Health Science*, 5(5), 216-221.
- Bartone, P. T., Ursano, R. J., Wright, K. M., & Ingraham, L. H. (1989). The impact of military air disaster on the health of assistance workers: A prospective study. *Journal of Nervous and Mental Disease*, 177, 317-328.
- Davishzadeh, K & Bozorgi, Z. D. (2016). The relationship between resilience, n psychological

hardiness, spiritual intelligence, & development of the moral development of the female students. *Asian Social Science*, 12(3), 170-176.

- Dogaheh, E. R., Khaledian, M., & Arya, A.R.M. (2013). The relationship of psychological hardiness with emotional intelligence and workaholism, *Practice in Clinical Psychology*, 1(4), 211-217.
- Dyk, G.V. (2015). Hardiness as predictor of work readiness: a preliminary exploratory study, *Journal of Psychology in Africa*, 25(1), 80-82.<http://dx.doi.org/10.1080/14330237.2014.997031>
- Desai, R. (2017). Psychological hardiness among college students, *International Journal of Indian Psychology*, 4(3), 80- 84.
- Delahaij, R., Gaillard, A. W., & van Dam, K. (2010). Hardiness and the response to stressful situations: Investigating mediating processes. *Personality and Individual differences*, 49(5), 386-390.<https://doi.org/10.1016/j.paid.2010.04.002>
- Golestaneh, S.M. (2018). Relationships between self-efficacy and personal hardiness and pain self-efficacy in university students, *Journal of Research and Health*, 8(2), 182-188.
- Garrosa, E., Moreno-Jimenez, B., Liang, Y., & Gonzalez, J. L. (2008). The relationship between socio-demographic variables, job stressors, burnout, and hardy personality in nurses: An exploratory study. *International journal of nursing studies*, 45(3), 418-427.<https://doi.org/10.1016/j.ijnurstu.2006.09.003>
- Ganellen, R. J., & Blaney, P. H. (1984). Hardiness and social support as moderators of the effects of life stress. *Journal of Personality and Social Psychology*, 47(1), 156.<https://doi.org/10.1037/0022-3514.47.1.156>
- Harrison, J.K & Brower. H.J. (2015). The impact of cultural intelligence and psychological hardiness on homesickness among study abroad students. *The interdisciplinary Journal of Study Abroad*, 41- 62. <https://files.eric.ed.gov/fulltext/EJ991042.pdf>
- Hanton, S., Neil, R., & Evans, L. (2013). Hardiness and anxiety interpretation: An investigation into coping usage and effectiveness. *European Journal of Sport Science*, 13 (1), 96-104.
- Johal, S.K. (2017). Psychological hardiness and mental health of secondary school students: A correlational study. *International Journal of Applied Research*, 3(11), 252-258.
- Jomhari, F. (2002). Relationship Hardiness and tendency to anxiety and depression among male and female students of Tehran universities. [Ph.D thesis, Allame Tabatabai University].
- Kaur, B. (2017). Psychological hardiness among senior secondary school students in relation to parenting styles. [Master Dissertation, Lovely Professional University].
- Kaur, M. (2017). Comparative study of psychological hardiness among adolescents in relation to some demographic variables. *Iaetsd Journal for Advance Research in Applied science*, 4 (6), 292-301.
- Kobasa, S.C. (1979) Stressful life events, personality and health: an enquiry into hardiness. *Journal of Personality and Social Psychologist*, 3(1):1-5
- Khaledian, M., Babaee, H., & Amani, M. (2016). The relationship of psychological hardiness with irrational beliefs, emotional intelligence and work holism, *World Science News*, 86-100.

- Leslie, C. & Hutchison, A.D. (2018). Emotional distress when studying sensitive topics in psychology, and its relationship with hardiness and mental health, *Higher Education Research & Development*, 1-16. <https://doi.org/10.1080/07294360.2018.1436525>
- Lakshmi Rani, P. (2011). Mental health analysis of intermediate students in relation to their hardiness and academic achievement. [Ph.D. Thesis, Acharya Nagarjuna University]. <http://hdl.handle.net/10603/8082>
- Lambert, V. A., Lambert, C. E., & Yamase, H. (2003). Psychological hardiness, workplace stress and related stress reduction strategies. *Nursing & Health Sciences*, 5(2), 181-184.
- Malik, S.A. (2020). A study of psychological hardiness, emotional competence and adjustment of pre-service teacher trainees of Kashmir valley. [Ph.D. Thesis, Jamia Milia Islamia University]. <http://hdl.handle.net/10603/362418>
- Maddi, S. R. (2004). Hardiness: An operationalization of existential courage. *Journal of humanistic psychology*, 44(3), 279-298.
- Maddi, S. R., & Kobasa, D. M. (2001). Personal Views Survey (3rd ed. rev.). Newport Beach, CA: The Hardiness Institute.
- Maddi, S. R., & Khoshaba, D. M. (2005). Resilience at work: How to succeed no matter what life throws at you. Amacom Books.
- Ndlovu, V. & Ferreira, N. (2019). Students' psychological hardiness in relation to career adaptability, *Journal of Psychology in Africa*, 29(6), 598-604. <https://doi.org/10.1080/14330237.2019.1689468>
- Nayyar, J. (2013). Impact of emotional maturity hardiness and job satisfaction on teaching effectiveness of school teachers. [Ph.D., Thesis, Aligarh Muslim University] <http://hdl.handle.net/10603/21095>
- Narad, A. (2018). Psychological hardiness among senior secondary school students: influence of home environment, *Man in India*, 97 (23).
- Sharma, S. (2020). Effect of stress inoculation training on psychological hardiness and cognitive life skills in relation to stress among school students. [Ph.D. Thesis, Punjab University]. <http://hdl.handle.net/10603/327921>
- Santrock, J. W. (2006). *Psychology: Essentials*. New Delhi: Tata McGraw Hill.
- Sheard, M., & Golby, J. (2007). Hardiness and undergraduate academic study: the moderating role of commitment, *Personality and Individual Difference*, 43, 579-588.
- Sheard, M. (2009). Hardiness commitment, gender, and age differentiate university academic performance, *British Journal of Educational Psychology*, 79, 189-204.
- Samadzadeh, M., Abbais, M., & Shahbazzadegan, B. (2011). Survey of relationship between psychological hardiness, thinking styles and social skills with high school student's academic progress in Arak city, *Procedia Social and Behavioral Sciences*, 28, 286-292.
- Singh, A. K. (2008). *Manual for psychological hardiness scale*. Agra, India: National Psychological Corporation.
- Shakir, M. (2013). A study of the principals' effectiveness in relation to job satisfaction work commitment emotional maturity and hardiness. [Ph.D. Thesis, Aligarh Muslim University].

<http://hdl.handle.net/10603/21098>

- Vashishtha, K. (2014). A study of relationship between attachment styles hardiness adjustment academic performance and psychological well being of college students. [Ph.D. Thesis, Banasthali University]. <http://hdl.handle.net/10603/141866>
- Yaprak, P., Guçlu, M., & Ayyildiz Durhan, T. (2018). The happiness, hardiness, and humor styles of students with a bachelor's degree in sport sciences. *Behavioral Sciences*, 8(9), 82.
- Yavuz, B. & Dilmac, B. (2020). The relationship between psychological hardiness and mindfulness in university students: The role of spiritual well-being. *Spiritual Psychology & counselling*, 5 (3),257-271.
- Zadeh, M. N. (2017). Comparison of extent of psychological hardiness and moral intelligence among individuals quitted addiction and individuals with addiction relapse and examination of effect of gender roles on these variables. *International Journal of Psychology and Behavioral Sciences*, 7(1), 19-26.



सत्राची फाउंडेशन, पटना
शोध, शिक्षा एवं प्रकाशन की समाजसेवी संस्था

यह संस्था -

- साहित्यिक सम्मान देती है।
- शोध पत्रिकाएँ प्रकाशित करती है।
- पुस्तकें प्रकाशित करती है।
- सेमिनार आयोजित करती है।
- राजभाषा/राष्ट्रभाषा सेवियों को प्रोत्साहित करती है।
- शोधकर्ताओं को स्तरीय शोध के लिए प्रोत्साहित करती है।
- नेट/जे.आर.एफ. के अभ्यर्थियों को निशुल्क मार्गदर्शन देती है।
- हिन्दी साहित्य के शिक्षार्थियों को प्रतियोगी परीक्षाओं के लिए तैयार करती है।